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ABSTRACT

This textbook offers a course in French designed for those who need to make themselves understood on ordinary topics in French and cannot devote years of study to the language. It is a self-instructional course, but it is designed to be used with a native French speaker as a guide or, if no native speaker is available, with recordings that are available from the publisher. The text is divided into two major parts, each containing five learning units plus one unit for review. Each unit contains four sections: (1) basic sentences, (2) word study and review of basic sentences, (3) listening comprehension, and (4) conversation exercises. A key to the exercises and tests is also included. (LG)

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François Denoeu & R. A. Hall, Jr.

SPOKEN FRENCH

Book One

Spoken Language Services, Inc.

This is one of a series of self-teaching textbooks in more than thirty languages prepared under the aegis of the American Council of Learned Societies and the Linguistic Society of America. There are four hours of recordings keyed to the printed text.

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INTRODUCTION

1. What We Are Trying to Do. This course in French is designed for those who need to make themselves understood on ordinary topics in French and cannot devote to it the years of study required by the average school course. It is based on the principle that you must hear a language if you are to understand it when it is spoken, and that you must practice speaking in order to be able to speak.

A teacher of French will not always be available for the men for whom this book is written. For that reason, the course has been made as nearly self-teaching as possible. This manual covers the course completely and requires the use of no other reference material. It explains in detail, step by step, how the work is to proceed, and sets the stage for the listening and talking which you are to do.

2. The French Language is spoken by over a hundred million people, forty-one million in France, and the rest in some parts of Belgium, Luxembourg, Switzerland, Canada, Louisiana, and in the French colonies, protectorates, and mandates (North Africa, Indo-China, Syria, etc.), also in Haiti. Until the close of the first World War, French was the only official diplomatic language, on account of its accuracy and clarity; it now shares this honor with English. It is being widely taught in the schools all over the world and is especially popular in the Balkans, the Near East, and Latin America.

Variations in language are perfectly natural and are found in every language in the world. When these variations are as small as they are in English, they are nothing to worry about. In French, however, the variations are much greater than in English; so much so that French has many different dialects. You should not worry about the many variations in the pronunciation of French words. All the people, even the peasants, understand standard French and can make themselves understood in it. Therefore, do not be surprised if the pronunciation you hear does not quite match what is given to you in this manual or what you hear in this course. — The type of French presented in this course is that usually called "standard French" or, often, "Parisian French." — Imitate as far as possible the person with whom you are speaking. He, in turn, will do his best to pronounce so that he can be understood. Likewise, do not be surprised at the use of gestures, for they are part of the language; use the gestures yourself, if you can imitate them.

. **How to Use This Manual.** If you are going to speak nch, you must have a native speaker of the language to k with you as you use this book. For those who cannot a native speaker, a substitute has been provided with course in the form of a set of phonograph records on ich students can hear the voice of a native speaker. Do try to use the book without either the living speaker or phonograph records.

he book is arranged so that it can be used for individual for group study. The group may or may not have a ular teacher; if you have no regular teacher, choose one your own number (called the *Group Leader*) to lead the ers and direct their activity.

. **A Native Speaker,** as everyone knows, is the only d source of first-hand knowledge as to the pronunciation l usage of any language. In this course the living speaker French is referred to as the *Guide;* if you can get a ide it is far preferable to do so, and to use him as a rce of information throughout the course. The Guide's is to act as a model for you to imitate, and as a check your pronunciation; it is *not* his business to be a teacher to "explain" the language to you. The Guide should if possible, a person who speaks standard French, not rely the dialect of his region; but he should speak ench naturally, as the other people in his region do, l not affectedly or unnaturally. He should be neither well educated nor too ignorant.

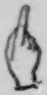
. **This Book** is divided into five major sections, each containing six *Units*, one of which is devoted to review. Each unit contains several sections, which, with a few exceptions, are uniformly as follows:

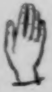
A. Basic Sentences (with Hints on Pronunciation in Parts I and II of the book)
B. Word Study and Review of Basic Sentences
C. Review of Basic Sentences (Cont.)
D. Listening In
E. Conversation
F. Conversation (Cont.)
Finder List

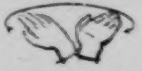
6. **The Basic Sentences** in each unit are arranged so as to give you a number of new words, first broken up into short phrases, and then used in complete sentences. On the printed page they are presented in parallel columns which contain on the left the English equivalents, and on the right the French material. In Part I the French material is given in the special spelling which is called Aids to Listening; from Part II on, the French is given in the Aids to Listening and also in the conventional French spelling.

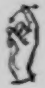
When you have the book open at whatever unit you are going to study, and when the Guide is ready to begin speaking the words for you or the Leader is ready to start the phonograph records, you can start working on the Basic Sentences for that unit. If the Leader is working with the Guide, he will read the English out loud, and the Guide will pronounce the French twice, each time allowing enough time for you to repeat the French after him. If you are using the phonograph records, you will hear two voices on the records, one acting as your Leader, the other as your Guide. While you are listening to the Guide, follow with your eyes the Aids to Listening. When you repeat the words and sentences after the Guide or phonograph records, repeat them loud — good and loud. Never mumble. It is absolutely essential that you repeat after the Guide or phonograph record each time, and that you imitate him or it as closely as you can, and learn by heart what you have imitated. Otherwise, you are only wasting your time and everybody else's.

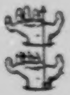
If you or the Leader have any difficulty in making the Guide understand what you want him to do, use the following signals:

1. Index finger raised,  BEGIN

2. Hand raised, palm toward the Guide,  STOP

3. Hand raised, palm down, hand moved slowly in semicircle,  SLOWER

4. Beckoning with index finger,  REPEAT

5. Hand held palm up and moved quickly up and down,  LOUDER

The meanings of these signals have been explained to the Guide in his Manual of Instructions and he will understand what you want.

7. The Aids to Listening, which are given in the first twelve units, are a simplified version of French spelling, designed to help you in remembering the French words *as they sound*. In the Aids to Listening each French sound is represented by one letter or combination of letters. Every letter or combination of letters always stands for the same sound. Especially at first, concentrate your attention on this, not on the ordinary French spelling.

8. The Hints on Pronunciation are given you to help you improve your speech in French. No language has sounds exactly like those of any other; and in French you will find some sounds which are absent from English, and others which are somewhat, but not exactly, like English sounds. After you have been through the Basic Sentences of the unit at least once, read through the Hints on Pronunciation carefully, having the Guide repeat or playing on the phonograph the words and sounds which are being discussed. Then go back and listen again to the Basic Sentences, always repeating them after the Guide or phonograph as you did before -- and try to hear and imitate more

▼

precisely the sounds to which your attention has been called.

Work with each set of Basic Sentences until you and the other members of the group feel that you have fair mastery of them. "Mastery" means that you can understand the words and phrases when you hear them even though the material is presented in mixed order. It means also — something much more difficult — that you can give the French for the English expressions when you are called on to do so. This mastery cannot possibly be acquired in one "sitting." You will have to go back to the Basic Sentences again and again, as the manual directs, before you leave them. You will also have to try to recall and use the French of the Basic Sentences as frequently as possible between meetings of the group.

9. Pronouncing to be Understood. Pronunciation is important for this reason: if you expect to be understood when you speak a foreign language, you will have to pronounce it more or less the way the people are used to hearing it. If you are too far off from the usual way of talking the language, people won't be able to understand you at all. The nearer you get to pronouncing the right sounds, the easier it will be for your ear to catch the sound as spoken by the natives.

Learning to pronounce is really not a difficult matter if you go about it in the right way. If you follow the suggestions and instructions given in this manual, you can expect to develop the kind of pronunciation you need. Many students who are good mimics or who get into the spirit of speaking French will learn to talk like natives.

The only way to learn to pronounce like a native is to *imitate*. You must get a native to pronounce the words, then say them right after him, mimicking everything, even to the tone of his voice. This manual will make it easier for you by pointing out the sounds you need to observe.

10. Follow Your Guide. When it comes to pronunciation, the native is your only authority. There may be instances where this manual or the phonograph records indicate one pronunciation and the native pronounces something a little different. In any language there are differences in pronunciation from one region to another. Always imitate the pronunciation of your Guide rather than that of the phonograph records or of the Aids to Listening.

11. The Word Study shows you new ways of combining the material which you have learned from the Basic Sentences; the Comment added to the Word Study discusses the essential features of the structure of the language. Read these and make sure that you understand thoroughly everything which is said in them; then go back again over the Basic Sentences with the Guide or phonograph, exactly as you did before, and observe the way the structural features you have studied actually work out in the Basic Sentences.

12. The Listening In section provides you with a series of conversations, anecdotes, stories, etc., which use the vocabulary and constructions you have learned in each unit and those preceding. Its purpose is to give you practice in listening to and understanding the foreign language as you might overhear it in normal conversation among French-speaking people, and to furnish you with models.

13. The Conversation Practice represents the central aim of the course. In order to converse well, you should know well everything that has been introduced in the unit you are working on, and everything that you have learned in previous units as well. When you get up to take part in a conversation, do so as easily and naturally as you can. Don't try to bring in new words and phrases that you haven't learned in the material you have studied in this course; stick to what you have learned, and try to get that down just as pat as you can.

14. Talking French. In speaking French you should not first figure out what you want to say in English and then translate it into French word for word. In any given situation you should apply, instead, the words and expressions you already know.

When people speak to you, they will frequently use words and expressions you do not know. If you can't guess their meaning, you will have to ask what some of the words mean, or request that the speaker repeat in simpler terms. If you are good-natured and reasonable about it, you won't have any trouble.

Your learning of the language will not stop when you have mastered this material. You will, rather, be able to get around among the people and practice what you know, so that you really begin to make use of your first stock of words. At the same time, you will find yourself constantly picking up new words. Do not overdo it; try rather to learn fewer words and learn them thoroughly. Carry along a notebook to jot down new words that you want to remember; you can then review these words from time to time.

You should not wait until you have finished this manual before you start using the language. Start practicing at once. When you have done the first unit, try out the expressions on as many people as possible. When you try out your French at this early stage, make it slide off your tongue as smoothly as possible without slipping back into English pronunciation. Listen closely to what the person says in response, trying to catch as much as you can. The first few times it may be hard to catch even the words you know, but you will improve rapidly if you keep on practicing every chance you get.

When you have finished this course, you will not only have made a start in speaking French; you will have learned a new *way* of studying languages. If your French gets rusty later on, or if you want to start studying some other language, you will now know how to set about it: get some native speaker of the language to serve as your Guide, and, even if you have no such manual as this to work by, start asking him how to say the things you want to be able to say. Imitate, learn, and use all the spoken forms your Guide gives you, and you can in this way learn to speak any foreign language.

KEY TO PRONUNCIATION

SIGNS	NEAREST ENGLISH SOUND
a	*a* in *father*
ã	*a* of *father* with breath passing into nose and through mouth
e	*e* in *let*
ẽ	*a* of *hat* with breath going into nose
eu	*ey* of *they* plus lips rounded
eũ	the French *eu* sound with breath going into nose
ə	*u* in *cut*
i	*ee* in *beet*
l	tip of tongue against upper front teeth
ñ	*ny* in *canyon*
o	*o* in *cloth*
ô	*o* in *go*
õ	*aw* of *paw*, with breath sent into nose
ou	*ou* in *group*
r	should come from the back of the mouth
sh	*sh* in *show*
u	between *ou* in *group* and *i* of *machine*
wa	*wa* in *water*
y	*y* of *yes*
zh	*s* of *measure*

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GETTING AROUND

To the Group Leader: Each unit of this course is divided into six sections. It is suggested that the group spend not less than fifty minutes on each section. The time to be spent on parts of sections is indicated. This time schedule is intended only to suggest relative amounts of time to be spent on different parts of the sections.

Before you get the group together to work on this first unit, read carefully the following material up to the heading Useful Words and Phrases on page 4. When the group meets, read the material aloud to them or have some other member of the group do the reading. The students will follow the reading with their books open. Be sure that your Guide or the phonograph and records are ready before the group meets for work on Section A. See that the Guide is supplied with a copy of the manual *Instructions pour le Guide*, which tells him just what he is to do and gives him the French he is to speak to the group.

You should look through all of the sections of the unit, reading the directions carefully, so that you will have in mind the general plan of the work. Always get clearly in mind the directions for a section before you take that section up in group meeting.

THIS UNIT gives you the most immediate and necessary expressions that you will need in meeting people, asking your way, buying things, and counting. You will find that it is no easy matter to master all these words and phrases, but you will succeed if you really concentrate and follow instructions carefully. The amount of learning and memorising required for this first unit is considerably greater than that of any later unit. The reason that you are given such a large dose at the start is that this unit is a kind of "language first aid" which gives you enough useful expressions to enable you to make your ordinary wants known and to carry on a simple conversation in French from the very start.

All but a few of these words and phrases are selected from the phonograph records for the French Introductory Series. If you have worked with these records, the present unit will be a review for you and, in that case, you should be able to master the vocabulary of this unit without difficulty.

In the list of Useful Words and Phrases which follows, the English equivalent of these words and phrases is given at the left of the page. Opposite is a simplified spelling of the French which will help you in getting the sounds. The Leader of the group will first read the English Equivalent and pause for the Guide to speak the French. Every member of the group then repeats after the Guide, imitating his pronunciation as closely as possible. The Guide will then say the French a second time and everybody will repeat after him as before. The Leader will then read the next English Equivalent and the Guide and group will follow the procedure indicated.

If no Guide is available, the phonograph records provided for the course should be used. When the group is ready, the Leader will begin playing the appropriate record and the group will repeat right after the French speaker during the silences in the record. The phonograph records can be used with profit even in cases in which a Guide is available. They can be heard between meetings of the group, whenever it is convenient for you; they furnish additional practice in hearing French; you may listen only to those portions which you have found difficult; and the records may be played as often as you wish. In case the speaker on the record has a French pronunciation different from that of your Guide, use the records only for listening and understanding and not for imitating.

Whether you are working with a Guide or only with the phonograph records, you must repeat each French word and phrase in a loud, clear voice, trying at all times to imitate the pronunciation as closely as you can. Keep constantly in mind the meaning of the French you are about to hear. When you are hearing the French, keep your eyes on the simplified French spelling. This will help you catch on to the pronunciation. But whenever the written form seems to you to differ from the spoken sound, follow the spoken sound always.

Learning to understand and pronounce a language is not really hard. Every one of us learned to do this as a child, and all over the world children learn to speak all kinds of languages without any trouble. The difficulty that an adult faces in learning a foreign language, as you are now learning French, is that the adult already has a set of habits for pronouncing his own language and this makes it harder for him to learn new ones than for a child who is starting from scratch. That is why it is so important that you should not be afraid of mimicking even when what you hear may sound strange to you. Don't be afraid to let yourself go. You will never learn to speak a language if you don't plunge right in as soon as you can. Never mind if you do make mistakes at first. You will in any case. But the important thing is for you to try to say the words and phrases. Imitate your Guide with the same spirit and enthusiasm that you use in mimicking a person whose speech sounds peculiar to you. You will find that if you do this your Guide will not think you are making fun of him; instead he will probably smile because what you have said sounds to him like French.

In the first five units do not attempt under any circumstances to pronounce the French before you have heard it. You will only make trouble for yourself if you try to guess the pronunciation by "reading" the simplified spelling of the French. Always wait until the Guide or phonograph record is ready before you begin your first work with the words and phrases.

If you are working with a Guide who does not understand English, use the hand signals described in the Introduction, to let him know when you want him to read more slowly or to repeat. These same signals are given in the Guide's Manual for the Guide's information.

The procedure to be followed is to listen to and then repeat the words and phrases with your book open. Listen and imitate carefully and always try to keep in mind the meaning of the French you are hearing and pronouncing. Remember that each phrase you say has a real meaning in French and hence you should always act as though you were really saying something to someone else. You will learn fastest if, when your book is open, you follow these steps:

1. Keep your eyes on the simplified spelling as you listen carefully to the French being spoken.
2. Repeat immediately what you have heard, imitating as closely as you can and saying it loudly and clearly.
3. Keep in mind the meaning of what you are saying, remembering that it conveys a real meaning, and look at the English Equivalent whenever you need to remind yourself of the meaning.

Begin the words and phrases as soon as your Guide is ready or when the Leader of your group is ready to play the first phonograph record.

To the Group Leader: Give the members of the group a chance to ask questions about the instructions. Make sure that everyone understands just what he is to do. Then have the students go through the list of Useful Words and Phrases once with books open, repeating in unison after the Guide. Following this first practice, read with the group the Comment on Aids to Listening on page 6. Make sure that everyone understands it.

Now go through the list a second time, just as you did before. And finally, go through it a third time, but let the students take turns repeating individually after the Guide — a sentence to a student. Indicate the order in which the repetitions are to go, who is first, who next, and so on. Continue this individual repetition as long as the 50-minute period permits. Then, just before dismissing the group, read with them the paragraph headed *Check Yourself* on page 7.

Here are some hints that will help make the work of the group more effective:

1. Insist that everyone speak up. Don't allow any mumbling! Each member of the group must be able to hear what is being said at all times.
2. Indicate to the Guide that he is to repeat whenever the pronunciation is bad and to keep on repeating until he gets a pronunciation that sounds like French.
3 Urge everyone to mimic to the limit every sound, every inflection, even the mannerisms of the Guide.
4. Keep the work moving. Don't let it drag at any time. See that everyone is listening, not only to the Guide, but to himself and to the others as they repeat after the Guide.
5. Go through all the work yourself. Repeat with the others and take your turns at the individual repetitions. Remember that you are a student, too. Speak right up with the rest of them.

1. Useful Words and Phrases (*35 minutes*)

Here is a list of useful words and phrases you will need in French. *You should learn these by heart.*

Greetings and General Phrases

ENGLISH EQUIVALENTS	AIDS TO LISTENING
Good day *or* good morning *or* good afternoon *or* hello.	bõ-ZHOUR.
good	BÕ
the day	lə‿ZHOUR
Good evening.	bõ-SWAR.
this evening, tonight	sə‿SWAR
how	ko-MÃ
How are you? (*literally*, How do you go?)	ko-mã-t‿a-le‿VOU?
sir *or* Mr.	mə-SYEU
the gentleman	lə‿mə-SYEU
Madam *or* Mrs.	ma-DAM
the lady	la‿DAM

ENGLISH EQUIVALENTS	AIDS TO LISTENING
Miss	mad-mwa-ZEL
Please (*literally*, If it pleases you).	s‿il‿vou‿PLE.
very	TRE
well	BYÊ
Very well.	tre‿BYÊ.
Thank you.	mer-SI.
You're welcome.	y‿a‿pa‿t‿KWA.
Excuse me.	ek-sku-ze‿MWA.
Yes	WI
No	NÕ
Do you understand?	kõ-prə-ne‿VOU?
I understand.	sh‿kõ-PRÃ.
I don't understand.	zhə‿n‿kõ-prã‿PA.
speak	par-LE
slowly	lãt-MÃ
please	s‿il‿vou‿PLE
Speak slowly, please.	par-le‿lãt-MÃ, s‿il‿vou‿PLE.
come	vNE
with me	a-vek‿MWA
Come with me.	vNE‿a-vek‿MWA.

Directions

where is	ou‿E
the restaurant	lə‿res-to-RÃ
Where is the restaurant?	ou‿e‿l‿res-to-RÃ?

ENGLISH EQUIVALENTS	AIDS TO LISTENING
the waitress	la‿ser-VEUZ
Henry	ã-RI
Toulon [1]	tou-LÕ
the hotel	l‿ô-TEL
the railroad station	la‿GAR
where are	ou‿SÕ
the toilets	le‿twa-LET
Where is the toilet?	ou‿sõ‿le‿twa-LET?
Where is it?	ou‿E‿s?
to the right	a‿DRWAT
to the left	a‿GÔSH
straight ahead	tou‿DRWA
What's this?	k‿e‿s‿kə‿s‿E?
What's that?	k‿e‿s‿kə‿s‿e‿k‿SA?

After you have gone through the Useful Words and Phrases once, read the following:

2. Comment on the Aids to Listening (*10 minutes*)

In the Aids to Listening, the syllables which you are to speak with more emphasis are written in capital letters. A hyphen (-) shows the separation of words into syllables. The curved line (‿) connecting words shows the groups of words or phrases which are spoken without any pause between them. At an ordinary rate of talking, such a group of words will sound to you as though it were a single word. A wavy line (~) means that the vowel over which it is placed is pronounced through the nose.

Now go through the Useful Words and Phrases again with your book open, following the same procedure as before. Repeat each word and phrase in a loud, clear voice immediately after hearing it. Let yourself go and say the phrases right out.

---

[1] The place where the French fleet scuttled itself in November 1942.

Go through the Useful Words and Phrases once more with your book open, but this time take turns letting each member of your group repeat individually until everybody has taken part. Remember that this is your first solo performance, so keep on the alert. If the Guide asks you to repeat, do so with enthusiasm and try to mimic him as best you can until he is satisfied with your pronunciation. When you have satisfied him, you can be sure that you are speaking understandable French. Continue this individual repetition as long as time permits. If you are using only the phonograph records, your leader will see to it that you repeat and that everyone gets the most out of this individual performance.

3. Check Yourself (*5 minutes*)

Did you go through the Useful Words and Phrases at least twice in unison and at least once more individually?

Did you repeat each word and phrase in a loud, clear voice immediately after hearing it?

Did you follow the pronunciation you heard, even when it was different from that shown in your book?

Did you keep in mind the meaning of each word and phrase as you heard and spoke the French?

If you have failed at any point to carry out the instructions, go over the Useful Words and Phrases once again as soon as you can, being careful to follow every step in the procedure outlined.

SECTION B — USEFUL WORDS AND PHRASES (*Cont.*)

Here are other useful words and phrases which you will want to use immediately if you are in a country in which the people speak French. These are being given to you as a "language first aid." *Learn them by heart.*

In working with this material, follow the same procedure that you used with the Useful Words and Phrases in Section A. After you have gone through the list once, repeating in unison, read the Hints on Pronunciation which follow. Then go through the list a second and a third time, as in Section A.

Asking for What You Want

What do you wish?	kə‿de-zi-re‿VOU?
I would like	zh‿vou-DRE
some cigarettes	de‿si-ga-RET
I would like some cigarettes,	zh‿vou-dre‿de‿si-ga-RET,
some matches,	de-z‿a-lu-MET,
to eat,	mã-ZHE,
to drink.	BWAR.
I want to eat	zh‿vou-dre‿mã-ZHE
some bread,	du‿PẼ,
some meat,	d‿la‿VYÃD,
and	e
also	ô-si
and also some potatoes.	e‿ô-si‿de‿pom‿də‿TER.

Drinks

I want to drink	zh‿vou-dre‿BWAR
some water,	də‿l‿Ô,
some milk,	du‿LE,
some coffee,	du‿ka-FE,
a cup of coffee (*literally*, a coffee),	eũ‿ka-FE,
some beer.	d‿la‿BYER.

Price

how much	kõ-BYẼ
for everything	pour‿TOU
How much for everything?	kõ-byẽ‿pour‿TOU?
One franc.	ẼU‿FRÃ.

NOTE: A franc is worth about two cents.

Time

what time	ke-l‿EUR
is it	e-t‿IL
What time is it?	ke-l‿eu-r‿e-t‿IL?
It's one o'clock.	i-l‿e-t‿U-n‿EUR.
It's ten o'clock.	i-l‿e‿DI-z‿EUR.
the hour of eating	l‿EUR‿d‿mã-ZHE
It's time to eat.	i-l‿e‿l‿EUR‿d‿mã-ZHE.
at what hour	a‿ke-l‿EUR
begins	ko-MÃS
the movie	lə‿si-ne-MA
What time does the movie start?	a‿ke-l‿EUR‿ko-mãs‿lə‿si-ne-MA?
the train	lə‿TRẼ
leaves	PAR
What time does the train leave?	a‿ke-l‿EUR‿par‿lə‿TRẼ?

Numbers

one	E͠U	seven	SET
two	DEU	eight	UIT
three	TRWA	nine	NEUF
four	KAT(R)	ten	DIS
five	SÊK	One and one are two.	E͠U e‿E͠U DEU.
six	SIS	Two and two are four.	DEU e‿DEU KATR.

Three More Useful Expressions

how do you say "table" in French	ko-mã‿dit‿VOU « TE-bəl » ã‿frã-SE
How do you say "table" in French?	ko-mã‿dit‿VOU « TE-bəl » ã‿frã-SE?
What are you saying? *or* What do you say?	k‿e‿s‿kə‿vou‿DIT?
Good-bye (*literally*, To the seeing again).	ô‿r-VWAR.

After you have gone through the Useful Words and Phrases once, read the following:

2. Hints on Pronunciation (*15 minutes*)

To the Group Leader: Read over with the group the following Hints on Pronunciation. Let different members of the group illustrate the proper vowel sounds by reading the French examples of vowels and vowel groups. Take time to discuss these hints and make sure that everyone understands them.

The pronunciation of French does not involve any great difficulties. This, of course, does not mean that you can use English sounds in French words and expect to be understood. But you will find that many of the sounds are sufficiently similar to your own so that you will have practically no difficulty with them. However, there are a few French sounds that are different from anything in English. For that reason it is necessary for you to listen carefully and try hard to imitate your Guide. If you do this and follow the Hints on Pronunciation which will be given to you from time to time, you will be able to pronounce French so that you can be readily understood.

The written form of the words serves as an aid to your listening and helps you recall the pronunciation as you have heard it from your Guide.

The most important things in learning a language are imitating and remembering what you have imitated. Therefore, it is very important to listen carefully to your Guide or phonograph record, and try to imitate the sounds just as *they* make them.

You know, of course, that a syllable is a division of a word, which always contains at least one vowel sound. This vowel sound may be preceded or followed by one or more consonant sounds. (Notice, by the way, that here, and everywhere in our discussion, we are talking about *sounds*, never *letters:* spoken language consists exclusively of sounds you make with your face.) In French, the separation between syllables is always clear and distinct; each syllable is spoken with about the same amount of energy, and no syllable is ever slurred over. One consonant between vowels is always pronounced with the following vowel: *ma-DAM*, *si-ga-RET*. Groups of two consonants are in most cases divided, one consonant being pronounced with the preceding vowel, and one with the following: *res-to-RĀ*.

In the Aids to Listening we distinguish thirteen French vowel sounds, seven of which resemble somewhat the basic vowels of English, and six of which are not similar to any English vowels. In this lesson we shall comment briefly on the sounds of the first seven.

In the Aids to Listening:

Letter	*Stands for a Sound*	*Examples*	
i	close to that of *ee* in *beet.*	mer-SI	thank you
e	which is somewhat like *e* in *let* when another consonant follows in the same syllable, and like *ay* in *day* when no consonant follows in the same syllable (but without the *y* sound we usually add in pronouncing that *ay*). Some Frenchmen distinguish between these two sounds even in the same kind of syllable, but most do not; listen to your Guide and imitate him.	de‿si-ga-RET du‿ka-FE	cigarettes coffee
a	like that of *ah* or *a* in *father.*	ma-DAM	madam
o	which is about like *o* in *cloth.*	de‿pom‿də‿TER	potatoes
ô	which is like *o* in *go.*	a‿GÔSH	to the left

Letter	*Stands for a Sound*	*Examples*	
ou	close to that of *ou* in *group.*	ZHOUR	day
ə	close to that of *u* in *cut.*	sə‿SWAR	tonight

This sound, ə, is often dropped before a following vowel or single consonant when not more than two consonants are brought together as a result. Thus lə‿mə-SYEU becomes l‿mə-SYEU, or lə‿mSYEU in ordinary conversation. In the case of lə si-ne-MA (the movie), one would say: ou‿e‿l‿si-ne-MA? (Where is the movie?) but a‿ke-l‿EUR ko-MÃS‿lə‿si-ne-MA? (At what time does the movie start?)

Another thing you must remember is that the main stress of each word or group of words in French falls on the last syllable of the word or group of words.

3. Check Yourself (*5 minutes*)

Did you go through the Useful Words and Phrases at least twice in unison and at least once more individually?

Did you apply what you learned about the vowel and consonant sounds in Hints on Pronunciation?

Did you follow the pronunciation you heard, even when it was different from that shown in your book?

Did you keep in mind the meaning of each word and phrase as you heard and spoke the French?

If you have failed at any point to carry out the instructions, go over the Useful Words and Phrases once again as soon as you can, being careful to follow every step in the procedure outlined.

SECTION C — REVIEW OF USEFUL WORDS AND PHRASES

If your group has time for outside assignments, sections marked Individual Study may be done between meetings of the group. Otherwise use them as independent study during a group meeting.

1. Covering the English (*25 minutes*)

Individual Study: Go back to the Useful Words and Phrases in Sections A and B. Cover up the English. Read the French aloud. Keep your voice down if you are working with the rest of the group. Follow your Guide's pronunciation as nearly as you can remember, and test yourself to see if you can recall the meaning of each word and phrase. Check the expressions you are not sure about, and after you have gone through the whole list uncover the English and find their meaning. Repeat this procedure at least three times or until you are satisfied that you know every expression.

2. Review of Useful Words and Phrases (*25 minutes*)

To the Group Leader: Read again for your information the numbered suggestions just preceding Useful Words and Phrases on page 4. Your Guide has been directed in his manual to pay particular attention to the correct pronunciation of vowels. He may ask members of the group to repeat words or phrases a good many times in an effort to get a pronunciation that is more nearly correct. See that they listen closely, that they repeat promptly and loud enough so that everyone can hear them, and that they imitate the Guide to the last detail.

Go through the Useful Words and Phrases in Sections A and B twice. The first time have the members of the group repeat individually after the Guide with books open. The second time, have them close their books. The Guide will give each French expression twice as before. Let the students take turns giving the English equivalent the first time they hear the Guide speak the French and repeating the French as usual the second time. This will help them to check on the meaning of all French expressions in Useful Words and Phrases.

Go BACK to the Useful Words and Phrases in Sections A and B. The first time you go through the list, take turns repeating the French after the Guide. Keep your book open and get all the help you can from the Aids to Listening. Pay particular attention to what you have learned about the pronunciation of the vowels. Make every effort to satisfy your Guide with your pronunciation.

The second time you go through the list, check up on the meaning of the French. Keep your books closed and take turns giving the English equivalent the first time you hear the French expression and repeating the French as usual the second time. If you have any trouble with the English, you should find time for more individual study of the Useful Words and Phrases, covering the English and checking up on the meaning when you read the French aloud.

SECTION D — LISTENING IN

To the Group Leader: The conversations which appear in this section will be read to the group by the Guide or played on the phonograph records. English equivalents are omitted from the Listening In material so that students can get practice in understanding spoken French which uses the vocabulary they know.

The first time you go through the conversations, have the Guide repeat a conversation, if necessary to help clear up meaning, before you go on to the next conversation. If you have no Guide, lift the needle of the phonograph at the end of each conversation and let the students discuss the meaning of any sentences that are not understood.

Go through the conversations a second time without stopping.

Finally, assign parts and have the students read the conversations. Give everyone a chance. Suggest that the actors actually take the parts, stand up and move around, sit at a table in the restaurant, stand behind the counter in the store, etc. Keep the conversation moving. Get everyone to speak up! Take a part yourself.

KEEP YOUR BOOK closed while the Guide reads the following conversation and repeat after him. If you have no Guide, you should use the phonograph records, repeating the French immediately after you hear it. At the end of each conversation take time out to check up on the meaning of what you have heard and said. Ask someone in the group to give you the English equivalent of any expression you do not understand. If necessary, go back to the Useful Words and Phrases to find the meaning. Almost all the words and the expressions you have had in Useful Words and Phrases occur in the following conversations.

1. Listening In (*45 minutes*)

1. *Henry Smith, an American soldier, meets a lady whom he knows.*

ã-RI — bõ-ZHOUR, ma-DAM.
la‿DAM — bõ-ZHOUR, mə-SYEU.
ã-RI — ko-mã-t‿a-le‿VOU, ma-DAM?
la‿DAM — tre‿BYẼ, mer-SI, e‿VOU?
ã-RI — tre‿BYẼ, mer-SI.
la‿DAM — sh‿pa-r‿a-vek‿lə‿trẽ‿d‿deu-z‿EUR.
ã-RI — ko-MÃ?
k‿e‿s‿kə‿vou‿DIT?
la‿DAM — sh‿pa-r‿a-vek‿lə‿trẽ‿d‿deu-z‿EUR.
ã-RI — shə‿n‿kõ-prã‿PA.
par-le‿lãt-MÃ, s‿il‿vou‿PLE.
la‿DAM — sh‿PAR‿a-vek‿lə‿TRẼ‿də‿deu-z‿EUR.

kõ-prə-ne‿VOU?
kõ-prə-ne‿vou‿BYẼ?
ã-RI — sh‿kõ-prã‿trə‿BYẼ.
vou‿DIT:
« sh‿PAR‿a-vek‿lə‿TRẼ‿də‿deu-z‿EUR. »
la‿DAM — tre‿BYẼ.
s‿e‿tre‿BYẼ, mə-SYEU.
ã-RI — ke-l‿eu-r‿e-t‿IL?
la‿DAM — i-l‿e-t‿U-n‿EUR.
ã-RI — ou‿a-le‿VOU?
la‿DAM — a‿tou-LÕ.
ã-RI — ou‿e‿la‿GAR, ma-DAM?
la‿DAM — la‿GAR‿e-t‿a‿DRWAT.
ã-RI — mer-SI, ma-DAM.
la‿DAM — y‿a‿pa‿t‿KWA.

2. *Henry Smith leaves the lady and meets a gentleman in the station.*

ã-RI — ek-sku-ze‿MWA, mə-SYEU.
ou‿sõ‿le‿twa-LET?
l‿mə-SYEU — tou‿DRWA, mə-SYEU.
ã-RI — ou‿E‿s, s‿il‿vou‿PLE?
l‿mə-SYEU — tou‿DRWA.
ã-RI — mer-SI‿BYẼ.
l‿mə-SYEU — y‿a‿pa‿t‿KWA.

3. *Henry speaks to another gentleman.*

ã-RI — zh‿vou-dre‿mã-ZHE.
ou‿e‿l‿res-to-RÃ?
l‿mə-SYEU — l‿res-to-RÃ‿e-t‿a‿GÔSH.
ã-RI — mer-SI‿BYẼ.

4. *Henry Smith goes into the restaurant and converses with a waitress who knows some English.*

ã-RI — bõ-ZHOUR, mad-mwa-ZEL.
la‿ser-VEUZ — bõ-ZHOUR, mə-SYEU.
ã-RI — ko-mã-t‿a-le‿VOU, mad-mwa-ZEL?
la‿ser-VEUZ — tre‿BYẼ, mer-SI; e‿VOU?
ã-RI — tre‿BYẼ, mer-SI.
la‿ser-VEUZ — kə‿de-zi-re‿VOU, mə-SYEU?
ã-RI — zh‿vou-dre‿mã-ZHE.
la‿ser-VEUZ — tre‿BYẼ, mə-SYEU.
kə‿de-zi-re‿vou‿mã-ZHE?
ã-RI — zh‿vou-drə‿d‿la‿VYÃD‿e‿du‿PẼ.
la‿ser-VEUZ — BYẼ, mə-SYEU.
ã-RI — mad-mwa-ZEL?
la‿ser-VEUZ — mə-SYEU?
ã-RI — ko-mã‿dit‿vou « po-TE-təz » ã‿frã-SE?

la‿ser-VEUZ — pom‿də‿TER.
ã-RI — zh‿vou-dre‿de‿pom‿də‿TER, s‿il‿vou‿PLE.
la‿ser-VEUZ — BYẼ, mə-SYEU.
e‿k‿e‿s‿kə‿vou‿de-zi-re‿BWAR?
ã-RI — ek-sku-ze‿MWA.
zhə‿n‿kõ-prã‿PA.
la‿ser-VEUZ — BWAR, « tou DRINK. »
ã-RI — mer-SI, sh‿kõ-PRÃ.
BWAR; zh‿vou-dre‿BWAR.
la‿ser-VEUZ — kə‿de-zi-re‿vou‿BWAR?
d‿l‿Ô? du‿LE?
ã-RI — NÕ, mer-SI.
zh‿vou-dre‿d‿la‿BYER.
la‿ser-VEUZ — de-zi-re‿vou‿du‿ka-FE‿ô-SI?
ã-RI — e-t‿il‿BÕ?
la‿ser-VEUZ — WI, mə-SYEU; i-l‿e‿tre‿BÕ.
ã-RI — BYẼ; zh‿vou-dre‿BWAR‿du‿ka-FE‿ô-SI.
la‿ser-VEUZ — tre‿BYẼ, mə-SYEU.

5. *After eating, Henry talks with the waitress again.*

ã-RI — mad-mwa-ZEL, zh‿vou-dre‿de‿si-ga-RET‿e‿de-z‿a-lu-MET.
la‿ser-VEUZ — BYẼ, mə-SYEU.
ã-RI — ou‿e‿l‿si-ne-MA?
la‿ser-VEUZ — i-l‿e-t‿a‿DRWAT.
ã-RI — de-zi-re‿vou‿a-le‿ô‿si-ne-MA, a-vek‿MWA, sə‿SWAR?
la‿ser-VEUZ — WI, mə-SYEU.
ã-RI — a‿ke-l‿EUR‿ko-mãs‿lə‿si-ne-MA?
la‿ser-VEUZ — il‿ko-MÃS‿a‿ui-t‿EUR.
ã-RI — k‿e‿s‿kə‿s‿e‿k‿SA, a‿GÕSH?
la‿ser-VEUZ — s‿e-t‿eũ-n‿ô-TEL.
ã-RI — ke-l‿eu-r‿e-t‿IL?
la‿ser-VEUZ — i-l‿e‿deu-z‿EUR, mə-SYEU.
ã-RI — kõ-BYẼ‿pour‿TOU?
la‿ser-VEUZ — DI‿FRÃ.
ã-RI — sə‿SWAR, ô‿si-ne-MA?
vou‿vNE‿a-vek‿MWA?
la‿ser-VEUZ — WI, mə-SYEU.
ã-RI — ô‿r-VWAR, mad-mwa-ZEL.
la‿ser-VEUZ — ô‿r-VWAR, mə-SYEU; e‿mer-SI.

2. Check Yourself (*5 minutes*)

Is there any expression in any of these conversations that you do not understand now? If there is, find the meaning of it or ask other members of your group before you proceed. If no one knows, refer to the Useful Words and Phrases.

Go through the conversations once more, following the

same plan as before. Imitate carefully and be sure to keep in mind the English Equivalent of everything you are saying in French.

Finally, go through the conversations again but this time take turns. The Leader will assign parts and the exercise is to continue at least until everyone has had a chance to speak one of the parts. Keep this going as long as you have time. Remember that this is another solo performance and that you are to get the most out of it. When your turn comes, speak clearly and with enthusiasm. Put yourself in the situation and let yourself go. If the Guide asks you to repeat, do so until he is satisfied with your pronunciation.

SECTION E — CONVERSATION

1. Covering the French (*15 minutes*)

Individual Study: Go back to the Useful Words and Phrases in Sections A and B. Cover up the French. Read the English silently and test yourself to see if you can speak the French for each word and phrase. Check the expressions you are uncertain about, and after you have gone through the whole list uncover the French and review them. Go through the list once more and continue for at least three times or until you can give the French readily for all the expressions. To make sure of this, pick out expressions at random and see if you can speak the French quickly. Say the French aloud and try to imitate your Guide's pronunciation as well as you can remember it.

2. Vocabulary Check-up (*15 minutes*)

To the Group Leader: Go to the Useful Words and Phrases in Sections A and B. Read to the group the English equivalent of the French expressions. Call on different students (not in any fixed order), asking for the correct French for the English.

For instance, say to A, "ko-mã dit‿you‿ã‿frã-SE *Where is there a restaurant?*" The students are to respond with their books closed. The Guide will indicate by a negative sign whenever he hears a French expression that is wrong, or, if there is no Guide, the other members of the group will indicate that they do not agree. Immediately ask someone else to give the expression correctly. Any group member who has difficulty in giving the correct French should be told to review the Useful Words and Phrases thoroughly before the next meeting of the group. Do not spend any time talking about the *Why* of the French; stick to the *How*.

There are two precautions which the Leader must observe in all exercises of this sort and in the conversation practice throughout the course. Be sure that everyone understands them. They are as follows:

1. Every French expression must be given smoothly and completely before the student's performance can be considered satisfactory. If there is an error in the first attempt, ask the student to give the expression over again in complete form. If he fumbles too badly, turn to someone else.
2. Everyone must speak loud enough so that all can hear. Every student should be encouraged to call out "Louder, please!" if he can't hear. Check on this occasionally by pointing to the student who is listening to someone else's French, and ask, "What did he say?"

If you do not observe these precautions, much time and effort may be wasted in group meetings.

In this section you are going to have your first chance to engage in conversation in French. This, of course, is the most useful part of the entire unit, and the part you should do with the greatest amount of pep and realism. Do it half-heartedly and you lose most of the value of the unit. Do it earnestly and enthusiastically and you will find that you can really say a great number of things in French fluently and correctly. Read the instructions carefully, get everything you are to do straight in your mind, and then plunge in.

In order to fix in your mind the expressions you will need in the conversation, check yourself on your ability to speak the French you have learned. By now you should not have to grope for it. The Leader of the group will ask you to supply in turn the French expressions for the English equivalents which he reads from the Useful Words and Phrases. If you have done a thorough job of recalling the French when you are looking only at the English equivalents, as suggested in the previous exercise, you will have no difficulty in responding promptly and smoothly when you hear the English. Your Guide will let you know if your French expressions are not correct. If you have no Guide, the members of the group should be ready to correct faulty expressions.

3. Conversation *(20 minutes)*

To the Group Leader: Read the following directions with the group. Encourage the students to strike out for themselves. Spend all the time you can on free conversation practice in an effort to get to the point where students can speak easily and smoothly with a minimum of *um's* and *er's*.

THE LEADER will assign parts and will ask you to take turns in pairs, carrying on the following conversations. The two persons who are talking together should stand up and act out their parts, speaking as smoothly and naturally as possible. Make it real and get some fun out of it. The Guide will help you if your French is wrong or if your pronunciation is bad. The Leader will prompt you if you are not sure what comes next in your part.

Getting Directions

A approaches a stranger, B, and asks him for information.

(1) A apologizes for speaking to B and asks him where there is (*a*) a restaurant, (*b*) a railroad station, or (*c*) a hotel.
(2) B gives A directions (*a*) to the right, (*b*) to the left, or (*c*) straight ahead.
(3) A apologizes again, explains that he does not understand, and asks B if he will please speak slowly.
(4) B repeats slowly and clearly and asks A if he understands.
(5) A says that he does understand and thanks B.
(6) B says that A is welcome.
(7) A again thanks B and says good-bye.
(8) B says good-bye.

At a Restaurant

C sits down at a table in a restaurant and is waited on by D.

(1) D says (*a*) good morning or (*b*) good afternoon to C and asks how C is.
(2) C says he is well, thanks, and asks after D's health.
(3) D is also well and asks what C would like.
(4) C orders a meal — meat, potatoes, bread, beer, water, milk, coffee — whatever he would like.
(5) After eating, C asks how much it is.
(6) D tells C that it is ten francs.
(7) C pays and asks D to go to the movies with him.
(8) D accepts and thanks C.
(9) C says good-bye to D.
(10) D says good-bye to C.

If it is so desired, particularly when the group is too large to give everybody a chance to participate in the conversation, the exercise may be continued for longer than the time indicated above. It is also good practice to give a second chance to people who are having difficulty.

SECTION F — CONVERSATION (*Cont.*)

To the Group Leader: You can tell from the work that you did on conversation in Section E, whether or not the group needs to spend more time in preparing for successful conversation. If necessary, spend the first part of this section in individual study, having members of the group say the French of the Useful Words and Phrases when they have the English expressions covered. Check up on their vocabulary as in Section E. Then continue the work with conversation which you started in Section E.

IN THIS SECTION you are to continue taking part in conversation. If the work didn't go well in Section E, take time to go through the Useful Words and Phrases again with the English covered and to give the French of the English expressions as your Leader asks for it.

Put everything you can into the conversations. Act your part; don't hesitate to talk for fear of making a mistake. You'll make plenty of mistakes at first, but the important thing is to practice talking. You can't correct an error until you have made it.

Try out your French whenever you get a chance. Don't wait for meetings of the group to practice what you have learned. Pair off between meetings and see what you can do with French greetings and conversation. When you are alone, run over the list of French expressions you know. Review them in your mind. Try saying them. See how much you can improve your pronunciation and control of the language in whatever time you can find between meetings of the group. Make this a regular practice throughout the course.

FINDER LIST

a	at, to; has
à	in
a-LE (vou)	go (you)
a-le‿VOU?	do you go?
a-VEK	with
BÕ *m.*	good
bõ-SWAR	good evening
bõ-ZHOUR	good morning *or* good afternoon *or* good day *or* hello
BWAR	to drink
BYÊ	well; very much; all right
BYER *f.*	beer
d, də	of
DAM *f.*	lady
de *pl.*	some, any
d(ə)‿l *m. or f.* d(ə)‿la *f.*	some, any; of the
DEU	two
de-z (*before a vowel*)	some, any; of the
de-zi-RE (vou)	want (you)
DIS	ten
DIT (vou)	say (you)
dit‿VOU?	do you say?

di-z (*before a vowel*)	ten
DRWA *m.*	straight
DRWAT *f.*	
a‿DRWAT	to the right
du *m. sing.*	some
E (il)	is (he, it)
s‿E	it is
E‿s?	is it?
e-t‿IL?	is he?
e	and
ek-sku-ze‿MWA	excuse me
ẼU *m.*	a, an; one
EUR *f.*	hour
frã-SE *m.*	French
GAR *f.*	railroad station
GÔSH *f.*	left
IL	he, it
k, kə	what; that (which)
k‿e‿s‿kə‿s‿E?	what's this?
KAT(R)	four
kel *adj.*	what
kõ-BYẼ	how much
ko-MÃ	how
ko-MÃS (il)	begins (he, it)
kõ-PRÃ (sh)	understand (I)
kõ-prə-ne‿VOU?	do you understand?
KWA	what
l *sing.*	the
la *f. sing.*	the
lãt-MÃ	slowly
LE *m.*	milk
le *pl.*	the
lə *m. sing.*	the
ma-DAM	madam, Mrs.
mad-mwa-ZEL	Miss
mã-ZHE	to eat
mer-SI	thank you
mə-SYEU	sir, Mr., gentleman
MWA	me
NEUF	nine
n . . . PA	not
zhə‿n‿kõ-prã‿PA	I don't understand
NÕ *adv.*	no
Ô *f.*	water
ô *m.*	at the, to the
ô-SI	also
ô-TEL *m.*	hotel
ou	where
PAR (sh)	leave (I)
il‿PAR	he, it leaves
par-LE (vou)	speak (you)
PẼ *m.*	bread
PLE (il)	pleases (it)
pom‿də‿TER *f.*	potatoes
pour	for
res-to-RÃ *m.*	restaurant
rə-VWAR	to see again
ô‿r-VWAR!	good-bye!
s, sə *pron.*	it
s	if
SA *pron.*	that
sə *adj.*	this
SẼK	five
ser-VEUZ	waitress
SET	seven
sh	I
si-ga-RET *f.*	cigarette
si-ne-MA *m.*	movie
SIS	six
SÕ (il) *m.*	are (they)
SWAR *m.*	evening
t	of
TABL *f.*	table
TOU	all; everything; quite
tou-LÕ	Toulon (*seaport*)
TRE	very
TRẼ *m.*	train
TRWA	three
twa-LET *f. pl.*	toilet(s)

UIT	eight
UN *f.*	a, an; one
vNE (vou)	come (you)
VOU	you

vou-DRE (zh)	would like (I)
VYĂD *f.*	meat
WI	yes

Y	there
i-l‿y‿A	there is, there are
y‿a‿pa‿t‿KWA	you're welcome
zh, zhə	I
ZHOUR *m.*	day

UNIT 2

MEETING PEOPLE

SECTION A — BASIC SENTENCES

To the Group Leader: Adopt the following procedure as standard practice in conducting this course:

1. Before each meeting of the group, be sure to read carefully and get clearly in mind the instructions covering those sections of a unit which you expect to take up in the group meeting.
2. Before each group meeting, see that the Guide is available with the *Instructions pour le Guide* or that phonograph and records are ready.
3. Have the members of the group read together the instructions that precede each piece of work they are to do before they do the work. Let one member of the group read the instructions aloud while the others follow the reading in their books.
4. Take time, following the reading of all instructions, to make sure that everyone understands exactly what he is to do.

In Section A of Unit 2 follow the same procedure as that outlined for Useful Words and Phrases of Unit 1. Go through the Basic Sentences once with everyone repeating in unison after the Guide or phonograph record. Then take up the Hints on Pronunciation which follow. Come back to the Basic Sentences and go through them once more, this time having the members of the group repeat individually in turn after the Guide or the record. Pay particular attention to those items of pronunciation you have been working on. Finally, go through the Basic Sentences a third time with solo repetition. The Guide will call for as many repetitions as may be necessary to get a pronunciation that sounds to him like French.

Make everyone speak up. Keep the work moving right along.

BEGIN THIS SECTION by listening, in the manner already outlined in Section A of the preceding unit, to the Basic Sentences which follow. Be sure to keep in mind the meaning of the French by reading silently the English equivalent. As you listen to the French, keep your eye on the Aids to Listening. This will help you imitate accurately the pronunciation you are hearing. Repeat each word and phrase loudly and clearly right after you hear it. As you pronounce the French, do so as though you really meant what you are saying. Do not forget that these words and phrases convey a real meaning and it is up to you to say them as though you were actually using them. Go through the sentences in unison and with your book open.

The Basic Sentences are set up as conversations so that you may hear and speak the French as you would hear and speak it if you were talking with French people. Although numerous characters are introduced in these Basic Sentences, it is not important for you to try to keep in mind just who they are or their relationship to one another. You are concerned rather with what they say and how they say it.

1. Basic Sentences *(30 minutes altogether)*

John Cook, an American sailor, accompanied by Mr. and Mrs. Durand and their little boy, meets an older couple, Mr. and Mrs. Charpentier, and their grown-up daughter, Louise, with whom he is already acquainted.

	ENGLISH EQUIVALENTS	AIDS TO LISTENING
John.	Good morning, Miss Charpentier.	bõ-zhour, mad-mwa-ZEL‿shar-pã-TYE.
Louise.	How do you do, Mr. Cook?	ko-MÃ-t‿a-le‿VOU, mə-syeu‿KOUK?
John.	Good morning, Madam.	bõ-zhour, ma-DAM.
	Good morning, sir.	bõ-zhour, mə-SYEU.
	I am	sh‿SUI
	John Cook	zhã‿KOUK
	I am John Cook, sir.	sh‿sui‿zhã‿KOUK, mə-SYEU.
	I am called	zh‿m‿a-PEL
	My name is John Cook, Madam.	zh‿m‿a-PEL‿zhã‿KOUK, ma-DAM.

	ENGLISH EQUIVALENTS	AIDS TO LISTENING
	I am the friend	sh‿sui‿l‿a-MI
	of Mr. Thomas	d‿mə-syeu‿to-MA
	I am Mr. Thomas's friend.	sh‿sui‿l‿a-MI‿d‿mə-syeu‿to-MA.
Mr. Charpentier.	you are	vou-z‿ET
	You are Mr. Thomas's friend?	vou-z‿et‿l‿a-MI‿d‿mə-SYEU‿to-MA?
	That's very good.	s‿e‿tre‿BYĒ.
	I am Charpentier.	sh‿SUI‿shar-pā-TYE.
	I am not a carpenter.	zhə‿n‿sui‿PA‿shar-pā-TYE.
John.	I am Cook.	sh‿sui‿KOUK.
	I am not a cook.	zhə‿n‿sui‿pa‿kui-zi-NYE.
	permit me	per-me-te‿MWA
	to present you	d‿vou‿pre-zā-TE
	Mrs. Durand	ma-dam‿du-RĀ
	May I present Mrs. Durand?	per-me-te‿MWA‿d‿vou‿pre-zā-TE‿ma-dam‿du-RĀ.
	Her name is Mary.	el‿s‿a-PEL‿ma-RI.
Mr. Charpentier.	I am happy	sh‿sui-z‿eu-REU
	to make your acquaintance	də‿FER‿vot‿ko-ne-SĀS
	I am glad to know you, Madam.	sh‿sui-z‿eu-REU‿t‿fer‿vot‿ko-ne-SĀS, ma-DAM.
Mrs. Charpentier.	Delighted, Madam.	ā-SHĀ-te, ma-DAM.
John.	here is *or* this is	vwa-SI
	Mr. Peter Durand	mə-syeu‿PYER‿du-RĀ
	This is Mr. Peter Durand.	vwa-SI‿mə-syeu‿PYER‿du-RĀ.

	ENGLISH EQUIVALENTS	AIDS TO LISTENING
Mr. Charpentier.	Delighted, sir.	ā-SHĀ-te, mə-SYEU.
John.	we are	nou‿SOM
	Mr. Peter Durand and I are Mr. Thomas's friends.	mə-syeu‿pyer‿du-rā‿e‿MWA‿nou‿som‿le-z‿ a-MI‿d‿mə-SYEU‿to-MA.
Mrs. Charpentier.	and who	e‿KI
	is this child	e‿se-t‿ā-FĀ
	And who is this child?	e‿KI‿e‿se-t‿ā-FĀ?
John.	he is the son	s‿e‿l‿FIS
	He is the Durands' son.	s‿e‿l‿FIS‿d‿mə-syeu‿e‿ma-dam‿du-RĀ.
	he is called	il‿s‿a-PEL
	like my friend	kom‿mō-n‿a-MI
	His name is Peter, the same as my friend's.	il‿s‿a-pel‿PYER‿kom‿mō-n‿a-MI.
Mrs. Charpentier.	my little boy	mō‿pti‿gar-SŌ
	Good morning, (my) little boy.	bō-ZHOUR, mō‿pti‿gar-SŌ.
The Little Boy.	Good morning, Madam.	bō-ZHOUR, ma-DAM.
Mrs. Charpentier.	have you	a-ve‿VOU
	a daughter	un‿FIY
	Have you a daughter, Mrs. Durand?	a-ve‿vou-z‿un‿FIY, ma-dam‿du-RĀ?
Mrs. Durand.	No, Madam, I have no daughter.	nō, ma-DAM, zh‿n‿e‿pa‿t‿FIY.
	I have only one child.	zh‿n‿e‿k‿EU-n‿ā-FĀ.

	ENGLISH EQUIVALENTS	AIDS TO LISTENING
Mrs. Charpentier.	is it that . . .?	e‿s‿kə . . .?
	married	ma-RYE
	Are you married, Mr. Cook?	e‿s‿kə‿vou-z‿et‿ma-RYE, mə-syeu‿KOUK?
John.	No, Madam, I am not married.	NÕ, ma-DAM, zhə‿n‿sui‿PA‿ma-RYE.
Louise.	are you	et‿VOU
	engaged	fyã-SE
	Are you engaged?	et‿vou‿fyã-SE?
John.	No, I am not engaged.	NÕ, zhə‿n‿sui‿pa‿fyã-SE.
Mrs. Charpentier.	your father	vot‿PER
	and your mother	e‿vot‿MER
	Are your father and mother living?	a-ve‿vou‿vot‿PER‿e‿vot‿MER?
	(Have you your father and your mother?)	
John.	Yes, my father and mother are living.	WI, zh‿e‿mõ‿PER‿e‿ma‿MER.
	a brother	eũ‿FRER
	and a sister	e‿un‿SEUR
	I have also a brother and a sister.	zh‿e‿ô-SI‿eũ‿FRER‿e‿un‿SEUR.
Mr. Charpentier.	What are their names?	ko-MÃ‿s‿a-PEL-t‿IL?
John.	James	ZHAK
	My brother's name is James.	mõ‿FRER‿s‿a-pel‿ZHAK.
Louise.	The name of my father's brother is James, too.	lə‿frer‿d‿mõ‿PER‿s‿a-pel‿ZHA-k‿ô-SI.
John.	Jacqueline	zhak-LIN
	My sister's name is Jacqueline.	ma‿SEUR‿s‿a-pel‿zhak-LIN.

	ENGLISH EQUIVALENTS	AIDS TO LISTENING
	she is a pretty young lady	s‿e-t‿un‿BEL‿zheun‿FIY
	She is a good-looking gal like Miss Louise.	s‿e-t‿un‿BEL‿zheun‿FIY‿kom‿mad-mwa-ZEL‿lou-IZ.
Louise.	Oh, thank you.	Ō, mer-SI.
Mrs. Charpentier.	Is your mother's name Jacqueline, too?	e‿s‿kə‿vot‿MER‿s‿a-PEL‿zhak-LIN‿ô-SI?
John.	No, my mother's name is Jean.	NÕ, ma‿MER‿s‿a-pel‿ZHAN.
Mrs. Charpentier.	the man and the woman	l‿OM‿e‿la‿FAM
	over there	la-BA
	Who are that man and that woman over there?	ki‿SÕ‿l‿OM‿e‿la‿FAM‿la-BA?
	Do you know them?	le‿ko-ne-se‿VOU?
Mrs. Durand.	I know them.	zh‿le‿ko-NE.
	those people	se‿ZHÃ
	Mr. Louis Dubois	mə-syeu‿lou-i‿du-BWA
	and his wife	e‿sa‿FAM
	Those people over there are Mr. Louis Dubois and his wife.	se‿zhã‿la-BA‿sõ‿mə-syeu‿lou-i‿du-BWA‿e‿sa‿FAM.
	They are my friends.	il‿sõ‿me-z‿a-MI.
Mrs. Charpentier.	have they	õ-t‿IL
	any (some) children	de-z‿ã-FÃ
	Have they any children?	õ-t‿il‿de-z‿ã-FÃ?
Mr. Durand.	they do not have	il‿n‿õ‿PA
	any children	d‿ã-FÃ
	No, Madam, they have no children.	NÕ, ma-DAM, il‿n‿õ‿PA‿d‿ã-FÃ.

	ENGLISH EQUIVALENTS	AIDS TO LISTENING
Mrs. Charpentier.	Excuse me.	ek-sku-ze‿MWA.
	it's the hour	s‿e‿l‿EUR
	of my train	d‿mõ‿TRÊ
	It is time for me to take my train.	s‿e‿l‿EUR‿d‿mõ‿TRÊ.
	I am happy	sh‿sui-z‿eu-REUZ
	of having made	d‿a-vwar‿FE
	Glad to have met you.	sh‿sui-z‿eu-REUZ‿d‿a-vwar‿fe‿vot‿ko-ne-SÃS.
	Good-bye, my friends.	ô‿r-VWAR, me-z‿a-MI.
John.	Good-bye, (Miss) Louise.	ô‿r-VWAR, mad-mwa-ZEL‿lou-IZ.

2. Hints on Pronunciation (*15 minutes*)

To the Group Leader: The explanations preceding each Practice should be read by the group and discussed before the Practice is attempted. Go through each Practice as many times as may be necessary to give each member of the group reasonable control of the item of pronunciation that is being taught. Have the group repeat after the Guide, first in unison, then individually.

You will find that the Practice material is presented in sections on the phonograph record, with a narrow space of clear record between each section. This arrangement will make it possible for you to play each section of Practice as it is needed.

1. *How the French Stress Their Words.* You will remember that in the Hints in Unit 1 we mentioned the syllables of a word. Now in English, when we pronounce words, there is one syllable in each word that we stress a lot more than we do the rest of the word. In French, however, each syllable of a word is pronounced very distinctly and stressed just about as strongly as the others — and none of them very strongly from our point of view.

In speaking French, the air should be coming out in just about an even flow of breath. When words are pronounced separately in French, the last syllable of the word usually has a slightly (but only very slightly) heavier stress, which we mark with CAPITAL LETTERS: *twa-LET, ma-DAM.*

But when words are put together in a sentence, we find that there is a basic difference between French and English. When we put words into a sentence in English, each word usually keeps its own stress to a considerable extent. In French, however, words are run together into much longer combinations than we usually make — and these combinations are stressed as if they were only one long word. Each group of words, or *phrase*, has its own accent, on the last syllable of the group. In this way *OU* (meaning "where"), *E* (meaning "is") and *la‿GAR* (meaning "the station") combine to form one phrase *ou‿e‿la‿GAR?* (meaning "Where is the station?"). When you listen to a Frenchman talk, you must not expect him to separate his words, or stress them one by one, as we do in English. You must be prepared to hear whole groups of words, and to recognize the separate words contained in those groups.

PRACTICE 1

Repeat these sentences after your Guide or phonograph records, and try to get the rhythm of the French sentences:

vwa-si‿mõ-n‿a-MI.	Here is my friend.	zh‿vou-dre‿de‿si-ga-RET.	I should like some cigarettes.
zhə‿n‿sui‿pa‿ma-RYE.	I am not married.	i-l‿e‿l‿EUR‿d‿mã-ZHE.	It is time to eat.

2. *New Sounds:* **u** *and* **eu.** In a number of the words we have heard and imitated, you have doubtless noticed that there are some vowel sounds which are like nothing we have in English. Be careful not to substitute ordinary English sounds for these foreign sounds; in order to make the necessary distinctions between words, you must master the foreign sounds.

In French, there is a sound which we indicate in the Aids to Listening by the letter **u.** To an English-speaking person, this sound seems to be somewhere between the sound of *ou* (as in *group*) and of *i* (as in *machine*); and, in fact, this new sound is like both. Pronounce *i* as in *machine;* now, without moving your tongue from that position, round your lips and push them very far out (just as if you were going to kiss a pretty girl) and pronounce the French **u** sound. Practice this sound in the following words:

ek-sku-ZE	excuse	du‿ka-FE	some coffee
un‿FIY	a daughter	du-RÃ	Durand (*family name*)

There is also a sound which we represent in the Aids to Listening by **eu.** This sound is rather like the French **u,** but you pronounce it with your jaw more relaxed, your mouth more open, and your tongue farther down, away from the roof of your mouth. Put your tongue in position to make a sound like the *ey* in *they* (only without any *y* glide at the end); now, without moving your tongue from that position, round your lips, but do not stick them out quite so far as you did for the French **u** sound. With your tongue and lips in this position, you can make the French **eu** sound. There are two sub-varieties of this sound: one with your tongue higher in your mouth and with your lips stuck out farther, and the other with your tongue lower in your mouth and your lips much less rounded. Usually the second variety occurs when certain consonants follow the vowel in the same syllable; but in any case, listen and imitate your Guide's pronunciation.

PRACTICE 3

EUR	hour
DEU	two
ser-VEUZ	waitress
mə-SYEU	gentleman, sir

ek-sku-ze‿MWA, mə-SYEU.	Excuse me, sir.
i-l‿e‿deu-z‿EUR, mə-SYEU.	It's two o'clock, sir.
sh‿sui-z‿eu-REU.	I am happy.
s‿mə-SYEU‿a‿un‿SEUR.	This gentleman has a sister.
vwa-si‿mə-syeu‿du-BWA.	Here is Mr. Dubois.
ma-dam‿du-RÃ‿a‿un‿FIY.	Mrs. Durand has a daughter.
la‿ser-VEU-z‿a‿de-z‿a-lu-MET.	The waitress has some matches.

If you are uncertain about any of the points of pronunciation which have been discussed, ask your Guide to repeat the words and phrases with which you are having trouble, and try to correct your pronunciation. Remember that the discussion and written examples are at best an imperfect representation of the sounds. They are only intended as an aid to you.

When you are satisfied that you can pronounce all the sounds correctly, go through the Basic Sentences, taking turns and with your book open. As you repeat after your particular the examples of the sounds discussed. Do not hesitate to ask your Guide to repeat if you are uncertain about any sound.

turns, but with your book closed. Listen carefully to your Guide, and make sure that your pronunciation satisfies him.

3. Check Yourself (*5 minutes*)

Did you go through the Basic Sentences at least twice with your book open and then at least once with your book closed?

Did you repeat each word and phrase in a loud, clear voice immediately after hearing it?

Did you follow the pronunciation you heard even if it seemed different from that shown in your book?

Did you keep in mind the meaning of each word and phrase as you heard and spoke the French?

If your Guide asked you to repeat, did you do so eagerly and with plenty of pep as many times as necessary until he was satisfied with what you were saying?

Are you satisfied that you can pronounce French words and sentences, dividing the syllables properly, and the French vowel sounds we represent by **u** and **eu**?

If you have failed at any point to carry out the instructions, go over the Basic Sentences, being careful to follow every step in the procedure outlined.

SECTION B — WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study (*20 minutes*)

If your group has time for outside assignments, do the Word Study between meetings of the group. Otherwise make it independent study in the group meeting.

In this section we take up some of the words and expressions you have just learned, and examine them to see how the language is built. First read the words and expressions in each list and make sure that you understand what they mean. Then read the comment which follows each list. This should make clear to you just how the words function and how they are put together. If there are any points that are not clear to you, make note of them and ask about them at the next meeting of the group. Follow the same procedure with each list and each comment.

Notice the words which correspond to English "the" in the following expressions:

lə‿FRER	the brother	la‿FAM	the woman (wife)
lə‿m-SYEU	the gentleman	la‿ser-VEUZ	the waitress
lə‿FIS	the son	la‿BYER	the beer
lə‿res-to-RÃ	the restaurant	la‿VYÃD	the meat

As you can see, the expressions in the left-hand column all have a part *lə*, which means "the"; all those in the right-hand column have a part *la*, also meaning "the." How are we to know when *lə* is to be used and when *la*?

These two kinds of words — those with which *lə* is used to mean "the," and those with which *la* is used — show us a division which is basic in French. All French nouns must belong to one or the other of these kinds of words. In the case of words referring to living beings, the choice of the word meaning "the" (or *definite article*) depends on the sex of the being you are talking about: *lə* is almost always used with words for masculine beings (*lə‿FRER*, *lə‿m-SYEU*, *lə‿FIS*), and *la* almost always with words for feminine beings (*la‿FAM*, *la‿ser-VEUZ*). Most nouns, of course, refer to things that have no sex, and there is no special reason why *lə* should be used with *res-to-RÃ*, for example, and *la* with *BYER* or *VYÃD;* that's just the way things are in French, and if you don't use *lə* or *la* properly, as the case may be, you run the risk of not being understood. It's best to learn the proper form of the definite article with each new noun you learn. The words with which *lə* is used are usually called "masculine," and those with which *la* is used are called "feminine," just to have a convenient label for the two kinds of words.

Now let's study these words:

l‿a-MI	the (man) friend	l‿EUR	the hour
l‿OM	the man	l‿a-MI	the (woman) friend

In this group of expressions, the part meaning "the" is just the sound *l*; where do these words fit into the scheme we have just set up? The point here is that all these words begin with a vowel, and before words beginning with a vowel (with only a very few exceptions, which you will just have to learn as you meet them), the definite article is simply the sound *l*. This is true both for masculine nouns (such as *a-MI* "man friend," *OM* "man") and for feminine nouns (such as *a-MI* "woman friend," *EUR* "hour").

lə‿FIS	the son	s‿e‿l‿FIS‿də‿m-SYEU‿du-RÃ.	It is Mr. Durand's son.
lə‿res-to-RÃ	the restaurant	ou‿e‿l‿res-to-RÃ?	Where is the restaurant?

You will remember that we pointed out in the Hints on Pronunciation in Unit 1, that the sound *ə* may under certain conditions be dropped in connected speech, provided that no more than two consonant sounds come together as a result of its being dropped. Here is an instance of the sound *ə* being dropped in this way; the word *lə* meaning "the" is replaced by just the sound *l* after a vowel and before a consonant, as in the examples in the right-hand column above.

le‿ZHÃ	the people	le-z‿a-MI	the friends
le‿twa-LET	the toilets	le-z‿ã-FÃ	the children

Here we have two groups of expressions, all referring to more than one object (that is, in the *plural*). Notice that the expressions in the left-hand column contain *le* meaning "the," and that the nouns begin with a consonant sound; this *le* can be used before either "masculine" or "feminine" nouns. In the same way, we could say *le TRẼ* for "the trains," *le FRER* for "the brothers," *le FAM* for "the women," and so on. The expressions in the right-hand column contain *le-z* meaning "the," and all the nouns begin with a vowel sound; this *le-z* can be used before either "masculine" or "feminine" nouns, too. So, also, we might say *le-z‿OM* for "the men," *le-z‿EUR* for "the hours," etc.

Notice one thing: in all the expressions given here, and in general in French, the noun itself is the same whether it is singular or plural. Usually the only way you can tell whether one thing or more than one thing is being talked about, is by the form of the article which precedes it.

COMMENT 2

Notice the French equivalent of "a" or "an" in these expressions:

eũ‿FRER	a brother	eũ-n‿ã-FÃ	a (male) child	un‿FIY	a daughter
eũ‿res-to-RÃ	a restaurant	eũ-n‿ô-TEL	a hotel	un‿SEUR	a sister
				u-n‿a-MI	a (woman) friend

Here, the first part of each of these expressions corresponds to our word "a" (or *indefinite article*). The nouns in the left-hand column are masculine, and begin with a consonant sound, and are preceded by the sound *eũ*, meaning "a"; the nouns in the center column are also masculine, but begin with a vowel sound, and are preceded by *eũ-n* in the meaning "a." In the right-hand column, all the nouns are feminine, and two begin with a consonant and one begins with a vowel sound; but *un* is used with all of them to mean "a."

COMMENT 3

Notice the parts of the following expressions that mean "some":

du‿PẼ	some bread	d‿la‿BYER	some beer
d‿la‿VYÃD	some meat	d‿l‿Ô	some water

Just as the definite article is different for masculine and feminine nouns, so is the word for "some," when it is used with nouns in the singular. With a masculine noun beginning with a consonant sound, like PẼ ("the bread" would be *lə PẼ*), the word for "some" is *du;* with a feminine noun beginning with a consonant sound, like *VYÃD* "meat" or *BYER* "beer," it is *d‿la.* Before any noun, masculine or feminine, beginning with a vowel sound, "some" is *d‿l.*

de‿si-ga-RET	some cigarettes	de-z‿a-lu-MYET	some matches
de‿pom‿də‿TER	some potatoes	de-z‿ã-FÃ	some children

In these expressions we are again dealing with nouns in the plural; and the situation is just like the one we found with *le* and *le-z* meaning "the." For "some," referring to a plural noun, we use *de* before a plural noun beginning with a consonant, and (usually) *de-z* before a noun beginning with a vowel.

il-z‿õ‿de-z‿ã-FÃ.	They have some children.	i‿n‿õ‿pa‿d‿ã-FÃ.	They have no children (*or* They have no child).
il-z‿õ‿de‿si-ga-RET.	They have some cigarettes.	i‿n‿õ‿pa‿t‿si-ga-RET.	They have no cigarettes.
il-z‿õ‿du‿PẼ.	They have some bread.	i‿n‿õ‿pa‿t‿PẼ.	They have no bread.
il-z‿õ‿d‿la‿BYER.	They have some beer.	i‿n‿õ‿pa‿d‿BYER.	They have no beer.
il-z‿õ‿d‿l‿Ô.	They have some water.	i‿n‿õ‿pa‿d‿Ô.	They have no water.

The sentences in the left-hand column make positive statements; those in the right-hand column are negative, in which those in the left-hand column are contradicted. In the positive sentences "some" is indicated by *de-z*, *de*, *du*, *d‿la*, *d‿l*, in accordance with what we have just learned; but notice that in the negative sentences only *d* or *t* is used. The sound *d* is used before words (singular or plural) beginning with a vowel sound or certain kinds of consonants; and the sound *t* is used before words (singular or plural) beginning with certain other kinds of consonants.

2. Covering English and French of Word Study (*10 minutes*)

Read aloud several times all the examples given you in the Word Study. Then cover the English and see if you know the meaning of every item. Repeat the operation until you are sure that you know every expression. As a final test, cover the French and see if you can give the French expressions by simply looking at the English. Skip about and test yourself thoroughly.

3. Review of Basic Sentences (*20 minutes*)

Review the first half of the Basic Sentences — down to the horizontal line — with your Guide or the phonograph record. Go through them as many times as you can, taking turns repeating the French individually. Try it with books closed and see how you get along without the help of the Aids to Listening. But *always* keep in mind the meaning of the French you are hearing and speaking. As you go through the Basic Sentences be on the lookout for examples of the points in Word Study you have just covered.

1. Review of Basic Sentences (Cont.) (*25 minutes*)

Review the second half of the Basic Sentences with your Guide or the phonograph record. For the detailed procedure to be followed read again the instructions given above for the review of the first half of Basic Sentences.

2. Covering the English of Basic Sentences (*15 minutes*)

Individual Study: Here is your chance to find out just how well you have learned the meaning of the French expressions you have had up to this point. Go back to the Basic Sentences in Section A and cover the English. Read the French aloud and see whether you can supply the English equivalents of the words and phrases. Mark those you are not sure about, and after reading the list through uncover the English and look up their meaning. Cover the English again and repeat the procedure until you can go through the entire list giving all the meanings without difficulty.

When you are satisfied that you can go through the Basic Sentences, giving the meaning for any expression you say in French, try the following exercise:

3. What Would You Say? (*10 minutes*)

For each of the following situations two or more French expressions are given. Read all the expressions aloud and check the one you think best fits each situation. Be sure you know why the other choices are not suitable. At the next meeting of the group you will be asked to say what you have chosen and you will have a chance to test your answers. Do not write anything down.

1. *You meet Mr. Thomas one morning. You say:*
    a) bō-ZHOUR, mad-mwa-ZEL.
    b) bō-ZHOUR, mə-SYEU.
    c) bō-ZHOUR, me-SYEU.
    d) bō-ZHOUR, ma-DAM.

2. *There is a little boy with Mr. Thomas. Indicating the boy, you say to Mr. Thomas:*
    a) ki‿e‿set‿ã-FÃ?
    b) ki‿sō‿le‿zhã‿la-BA?
    c) ko-mã-t‿ale‿VOU?
    d) zh‿e‿u-n‿a-MI.

3. *Mr. Thomas answers:*
   - *a*) ma‿FAM‿s‿a-pel‿zhak-LIN.
   - *b*) ma‿FIY‿s‿a-pel‿ZHÃ.
   - *c*) vwa-si‿ma‿FIY.
   - *d*) s‿e‿mõ‿FIS.
4. *You ask the boy's name by saying to Mr. Thomas:*
   - *a*) ko-mã‿vou-z‿a-ple‿VOU?
   - *b*) ko-mã‿s‿a-pel‿vot‿FAM?
   - *c*) ko-mã‿s‿a-pel‿vot‿FIS?
   - *d*) sh‿sui-z‿eu-REU‿t‿fer‿vot‿ko-ne-SÃS.
5. *Mr. Thomas answers:*
   - *a*) mõ‿FIS‿s‿a-pel‿ZHÃ.
   - *b*) ma‿FIY‿s‿a-pel‿ZHAN.
   - *c*) mõ‿FIS‿e‿ma-RYE.
   - *d*) per-me-te‿MWA‿d‿vou‿pre-zã-te‿ma‿FAM.
6. *A lady joins Mr. Thomas and the boy. Mr. Thomas introduces you to the lady by saying:*
   - *a*) vwa-si‿mõ‿FIS.
   - *b*) s‿e‿ma‿FAM.
   - *c*) vwa-SI‿eũ-n‿a-mi‿a‿MWA.
   - *d*) ko-mã‿s‿a-pel‿vot‿FIS?
7. *He introduces Mrs. Thomas to you by saying:*
   - *a*) vwa-SI‿ma‿FAM.
   - *b*) ki‿sõ‿se‿zhã‿la-BA?
   - *c*) sh‿sui‿mə-SYEU‿shar-pã-TYE.
   - *d*) zh‿e‿eũ-n‿a-MI.
8. *Mrs. Thomas asks your name by saying:*
   - *a*) et‿vou‿ma-RYE, mə-SYEU?
   - *b*) ko-mã‿vou-z‿a-ple‿VOU, mə-SYEU?
   - *c*) a-ve‿vou‿un‿FIY, mə-SYEU?
   - *d*) ã-shã-TE, mə-SYEU.
9. *You tell her your name is John Cook:*
   - *a*) mõ-n‿a-MI‿s‿a-pel‿zhã‿KOUK.
   - *b*) il‿s‿a-PEL‿zhã‿KOUK.
   - *c*) zh‿m‿a-PEL‿zhã‿KOUK.
   - *d*) nou‿som‿le-z‿a-MI‿d‿zhã‿KOUK.
10. *Mrs. Thomas asks you if you have any children, saying:*
   - *a*) e‿s‿kə‿mə-syeu‿e‿ma-dam‿du-rã‿ō-t‿un‿FIY?
   - *b*) a-ve‿vou‿de-z‿ã-FÃ?
   - *c*) e‿s‿kə‿vou-z‿et‿ma-RYE?
   - *d*) zh‿n‿e‿k‿EŨ-n‿ã-FÃ.
11. *You tell her that you have a daughter, saying:*
   - *a*) nõ, ma-DAM, zh‿n‿e‿pa‿d‿ã-FÃ.
   - *b*) wi, ma-DAM, zh‿e‿un‿FIY.
   - *c*) vwa-SI‿mõ-n‿a-MI.
   - *d*) s‿e‿ma‿FIY.
12. *You tell her your daughter's name:*
   - *a*) mõ‿FIS‿s‿a-pel‿PYER.
   - *b*) ma‿FIY‿s‿a-pel‿zhak-LIN.
   - *c*) mõ‿FIS‿s‿a-pel‿zhak-LIN.
   - *d*) ã-shã-TE, mad-mwa-zel‿lou-IZ.

SECTION D — LISTENING IN

1. What Did You Say? (*10 minutes*)

To the Group Leader: Read the English describing the situations in *What Would You Say?* of Section C, pages 37–38, and call on different students, not in any fixed order, to speak the French which the situation calls for. Encourage the students to give the French, if they can, without reading it from the simplified spelling in their books. Then ask different members of the group to give the meaning in English of the different French expressions listed for each situation.

GO BACK to the last exercise in the preceding section. The Leader will ask different members of the group to speak the French to be used in each of the situations given. Other members of the group will criticize the choices made if they do not agree with them. The Leader will also ask for the English equivalents of all the other expressions offered as possible choices, calling on various students around the group.

2. Word Study Check-up (*10 minutes*)

To the Group Leader: As a further check on the students' understanding of the Word Study, read the English equivalents of the French expressions given before each comment under Word Study. Call on different students (not in any fixed order) asking for the correct French for the English. For instance, say to A: "ko-mã‿dit‿vou‿ã‿frã-SE: *the brother, the restaurant, the woman, a hotel, some beer?*" etc. The Guide will at this point indicate by a negative sign whenever he hears a French expression that is wrong; or, if there is no Guide, the other members of the group will indicate by signs that they do not agree. Immediately ask someone else to give the right form. Any group member who has difficulty in giving the correct French should be told to review the Word Study thoroughly before the next meeting of the group. Do not take time in this exercise to talk about the *Why* of the French; stick to the *How.*

GO BACK to the Word Study in Section B. The Leader will ask different members of the group to give the correct French for the English equivalents of the expressions you studied in the Word Study. You should be able to give the correct French without having to read it from your book. If you give the wrong answer, the Guide will let you know it by making a negative sign; or, if there is no Guide, the other members of the group will indicate by signs that they think your answer is wrong. The Leader will then immediately call on someone else for the right answer. If you have difficulty in giving the correct French, review the Word Study thoroughly.

3. Listening In (*30 minutes*)

To the Group Leader: Reread the note *To the Group Leader* in Section D of Unit 1. Follow the same procedure as outlined there. The first time you go through the conversations, check up on meaning at the end of each conversation. Then go through all of them a second time without stopping. Finally, assign parts and have the students read the conversations. Get them to do a little acting if you can. Encourage them to speak up, and to get into the spirit of the situation.

Keep your book closed while the Guide reads the following conversation, and repeat after him. If you have no Guide, you should use the phonograph records, repeating the French immediately after you hear it. After the first repetition, take time out to check up on the meaning of any word or phrase about which you are in doubt. Ask some other member of the group to give you the English equivalent, or, in case no one knows, go back to the Basic Sentences of this unit and make sure that you understand everything before you proceed any further. This exercise contains almost all of the new words which you have learned in this unit.

1. *You introduce yourself to a French family.*

VOU — zh‿m‿a-PEL‿zhã‿KOUK.
sh‿sui-z‿eũ-n‿a-MI‿d‿votr‿a-MI‿
mə-syeu‿to-MA.

l‿mə-SYEU — vou-z‿E-t‿eũ-n‿a-MI‿t‿to-MA?
s‿e‿tre‿BYÊ.
l‿a-MI‿d‿mõ-n‿a-MI‿e‿mõ-n‿a-MI.
sh‿sui-z‿eu-REU‿t‿fer‿vot‿ko-ne-SÃS.

la‿DAM — ã-shã-TE, mə-SYEU.
vwa-SI‿ma‿FIY, mə-SYEU.
el‿s‿a-PEL‿lou-IZ.

VOU — s‿e-t‿un‿zho-LI‿zheun‿FIY.
ã-shã-TE, mad-mwa-ZEL.

la‿zheun‿FIY — ko-mã-t‿a-le‿VOU, mə-syeu‿KOUK?

VOU — tre‿BYÊ, mer-SI; e‿VOU?

la‿zheun‿FIY — tre‿BYÊ, mer-SI.

2. *You answer questions about one of your friends.*

la‿DAM — ko-ne-se‿VOU‿pyer‿du-RÃ?
VOU — WI, ma-DAM. sh‿ko-NE‿pyer‿du-RÃ.
s‿e-t‿eũ-n‿a-MI‿a‿MWA.
la‿zheun‿FIY — ko-mã‿s‿a-PEL‿la‿FAM‿d‿mə-syeu‿du-RÃ?
VOU — el‿s‿a-PEL‿ma-RI.
la‿DAM — e‿s‿kə‿mə-syeu‿e‿ma-DAM‿du-RÃ‿õ‿de-z‿ã-FÃ?
VOU — WI, ma-DAM, il-z‿õ-t‿eũ‿FIS‿e‿un‿FIY.
lə‿FIS‿d‿mə-syeu‿du-RÃ‿s‿a-pel‿PYER.
il‿s‿a-pel‿kom‿mõ-n‿a-MI.

3. *A young lady inquires about your marital status.*

la‿zheun‿FIY — et‿vou‿ma-RYE, mə-syeu‿KOUK?
VOU — NÕ, mad-mwa-ZEL. zhə‿n‿sui‿PA‿ma-RYE.
la‿zheun‿FIY — et‿vou‿fyã-SE?
VOU — zhə‿n‿sui‿pa‿fyã-SE.
zh‿vou-DRE‿a-le‿ô‿si-ne-MA‿a-vek‿VOU.
la‿zheun‿FIY — WI, a‿ui-T‿EUR‿sə‿SWAR.

4. *A young lady and her mother inquire about your family and your name.*

la‿zheun‿FIY — a-ve‿vou‿vot‿PER‿e‿vot‿MER?
VOU — WI, mad-mwa-ZEL.
zh‿e‿mõ‿PER‿e‿ma‿MER.
la‿zheun‿FIY — a-ve‿vou‿de‿FRER‿e‿de‿SEUR‿ô-SI?
VOU — zh‿n‿e‿K‿ẼU‿FRER‿e‿UN‿SEUR.
la‿zheun‿FIY — ko-mã‿s‿a-pel‿vot‿FRER?
VOU — mõ‿FRER‿s‿a-pel‿ZHAK.
ma‿SEUR‿s‿a-pel‿zhak-LIN.
la‿zheun‿FIY — ko-mã‿s‿a-pel‿vot‿MER?
VOU — ma‿MER‿s‿a-pel‿ZHAN.
la‿DAM — ko-MÃ‿vou-z‿a-ple‿VOU?
la‿zheun‿FIY — mə-syeu‿s‿a-pel‿ZHÃ.
zh‿vou‿ko-NE, mə-SYEU.
zh‿e‿FE‿vot‿ko-ne-SÃS‿a‿la‿GAR.
VOU — WI, mad-mwa-ZEL.

5. A gentleman asks about the people you are with.

l‿mə-SYEU — ki‿e‿sə‿pti‿gar-SÕ?
VOU — s‿e‿l‿FIS‿d‿me-z‿a-MI, mə-syeu‿e‿
ma-DAM‿du-RÃ.
l‿mə-SYEU — s‿e-t‿ẽu‿zho-LI‿pti-t‿ã-FÃ.
e‿ki‿e‿l‿om‿la-BA?
VOU — s‿e‿mə-syeu‿du-BWA.
l‿mə-SYEU — e‿ki‿sõ‿se‿ZHÃ‿la-BA?
VOU — sə‿sõ‿de-z‿a-MI‿a‿MWA.
vwa-SI‿ma-dam‿du-RÃ.
s‿e‿la‿FAM‿d‿mõ-n‿a-MI.
vwa-SI‿ma-dam‿du-BWA.
l‿mə-SYEU — ô‿r-VWAR‿me-z‿a-MI.
si‿sui-z‿eu-reu‿d‿a-vwar‿fe‿vot‿ko-ne-SÃS.
ek-sku-ze‿MWA.
s‿e‿l‿EUR‿d‿mõ‿TRE.

Is there any word or phrase in this conversation that you do not understand now? If there is, be sure to find out its meaning by asking members of your group or looking it up in the Basic Sentences.

Go through the conversation again, following the same plan as before. Imitate carefully and keep in mind the meaning of everything you are saying in French.

Finally go through the conversation a third time. Take turns speaking the parts, and continue until everybody has had a chance to speak at least one of the parts. Keep this exercise going as long as you have time. Get the most out of this solo performance, and when your turn comes, speak clearly and with feeling. The Guide will correct any errors he hears by asking you to repeat. Make every effort to satisfy him with your pronunciation.

SECTION E — CONVERSATION

1. Covering the French of Basic Sentences *(15 minutes)*

Individual Study: Go back to the Basic Sentences of this unit. Cover up the French. Read the English silently and test yourself to see how many words and phrases you can say in French. Note the words you are uncertain about, and after you have gone through the whole list, uncover the French and review them. Go through the list once more, and continue for at least three times, or until you can give the French readily for all the expressions. This test is hard, but if you succeed in saying the French for all the sentences by merely looking at the English, then you are doing well. To make sure of this, after you are certain you know the material, pick out expressions at random and see if you can still speak the French quickly. As you practice, you must always speak the French aloud and try to imitate the pronunciation of your Guide as well as you can recall it.

2. Vocabulary Check-up (*15 minutes*)

To the Group Leader: Go to the Basic Sentences. Read to the group the English equivalents of the French expressions. Call on different students, not in any fixed order, asking for the correct French for the English. This check-up is to be conducted in the same way as the Vocabulary Check-up of Section E in Unit 1. If you have any question about the proper procedure, review the note *To the Group Leader* in that section. Remember not to spend any time talking about the *Why* of the French; stick to the *How.*

PREPARE the following conversations by checking yourself on your ability to speak the French you have learned up to this point. As in the Vocabulary Check-up of Unit 1, the Leader of the group will ask you to supply in turn the French expressions for the English equivalents which he reads from the Basic Sentences. Figure out how to say the French for each English phrase or sentence, whether it is your turn to speak or not. Only in this way can you get the most value out of the Check-up. If there is much of the French which you don't know, review the Basic Sentences at the first opportunity outside of the group meeting.

3. Conversation (*20 minutes*)

To the Group Leader: This section represents the real purpose of the entire unit. The course is intended to teach you to speak French and to understand it when you hear it spoken. Follow the instructions and give all the time you can to the free conversation practice. Any members of the group who have special difficulty recalling the French words and phrases they need to express a meaning should be told to do more work with the Useful Words and Phrases and the Basic Sentences. They need, in particular, more practice in covering the French and recalling it when they read the English. Practice in getting the meaning of the *Listening In* records will also help. Arrangements should be made for students to play and listen to the records whenever they can between meetings of the group.

Turn to the conversation of *Listening In.* Assign parts and ask the students to act out part of the scene and conversation of *Listening In.* Vary the situations and suggest to the students that they vary the French slightly as they gain confidence in their speaking. Remember to keep the speaking loud enough so that everyone can hear. See that everyone is listening and trying to understand the French that is being spoken.

The Leader will assign parts and will ask you to reproduce the conversational situations of *Listening In*. Act your part. Don't be afraid to vary the conversation if you are sure of your French, and use the French you have learned in Unit 1 as well as in Unit 2. Continue with this practice until everyone can speak any part of the conversations even though slight changes in the situations are introduced. The following situations may be used to start with:

1. A and B, who are strangers, meet and introduce themselves; they tell where they are from.
2. A meets B, a friend, and introduces a number of people to him or her.
3. A and B inquire about each other's families, names of children, etc.
4. A and B speak about a mutual friend.

Throw yourself into these conversations. Do the best you can with pronunciation and with the French, but don't worry too much about mistakes. Think more of acting your part and speaking smoothly and as though you meant what you were saying. The Guide will help you correct your errors. If you can do this work well, it means that you are actually conversing in French, and that, of course, is your chief aim in this course.

SECTION F — CONVERSATION (*Cont.*)

Read again the instructions given in Section F of the preceding unit. If necessary, spend the first part of the group meeting in individual study of the Basic Sentences or checking up on vocabulary, as in Section E. Then continue the conversations which you started in Section E.

FINDER LIST

ã-FÃ	child
a-MI	friend
a-PLE (vou-z)	call (you)
zh‿m‿a-PEL	I am called
il‿s‿a-PEL	he is called, they are called

s‿a-PEL-t-IL?	is he called? are they called?
ã-shã-TE	glad, delighted
a-VE (vou *or* vou-z)	have (you)
a-VWAR	to have
vou-z‿a-VE	you have

du̇-BWA	Dubois (*family name*)
E	have (*I*); is
zh‿E	I have
i-l‿E	he is
e-l‿E	she is

s‿E	he is, she is, that is
e‿s‿kə	is it that (*introduces question with normal word order*)
ET	are (*you*)
eu-REU *m.* eu-REUZ *f.*	happy, glad
FAM	wife, woman
FE	made
FER	to make
FIS	son
FIY	daughter
FRER	brother
fyã-SE	engaged (to be married)
gar-SÕ	boy
KI	who
KOM	like
ko-NE (sh)	know (I)
ko-ne-SÃS *f.*	acquaintance
ko-ne-SE (vou)	know (you)
ko-NETR	to know
kui-zi-NYE *m.*	cook
LA	there
la-BA	over there
le	them
lə	him
lou-I	Louis
lou-IZ	Louise
m	myself
ma *f. sing.*	my
ma-RI	Mary
ma-RYE	married
me *pl.*	my
mə	myself
MER	mother
me-SYEU	gentlemen
mõ *sing.*	my
n . . . k(ə)	only
Ô!	oh!
Õ (il-z)	have (they) *m.*
OM	man
PER	father
per-me-TE	permit, allow
per-METR	to permit
pre-zã-TE	to present
PTI *m.* PTIT *f.*	little, small
PYER	Peter
s, sə	he, she, it, they
sa *adj.*	his, her
se *adj.*	these, those
set *adj.*	this, that
SEUR	sister
shar-pã-TYE *m.*	carpenter
SOM	are (*we*)
SUI	am
to-MA	Thomas
vot(r)	your
vwa-SI	here is (are), this is, these are
ZHÃ	John; people
ZHAK	James
zhak-LIN	Jacqueline
ZHAN	Jean, Joan, Jane
ZHEUN	young
zheun‿FIY	young lady
zho-LI	pretty

UNIT 3

WHAT'S YOUR TRADE?

SECTION A — BASIC SENTENCES

To the Group Leader: **Read carefully the note to the Leader preceding Section A of Unit 2. Then go through the Basic Sentences once, and take up the Hints on Pronunciation. Go through the Basic Sentences at least twice more individually, paying especial attention to pronunciation.**

Go THROUGH the Basic Sentences, in unison, in the same way you did for Section A of the preceding unit. Be sure to put plenty of life into your repetition of the sentences. After you have gone through the Basic Sentences once in unison and have done the Hints on Pronunciation, come back to the Basic Sentences. Pay particular attention to the points of pronunciation you have just been working on and go through the sentences at least twice more individually.

1. Basic Sentences (*30 minutes*)

John Cook is in civilian clothes and meets Robert Marchand in a café.

	ENGLISH EQUIVALENTS	AIDS TO LISTENING
Robert.	Good evening, my friend.	bŏ-SWAR, mŏ-n‿a-MI.
	you are American	vou-z‿e-t‿a-me-ri-KĔ
	is it not	n‿e‿s‿PA
	You are an American, aren't you?	vou-z‿e-t‿a-me-ri-KĔ, n‿e‿s‿PA?
John.	Yes, I am an American.	WI, sh‿sui‿a-me-ri-KĔ.

	ENGLISH EQUIVALENTS	AIDS TO LISTENING
Robert.	what kind of work	kel‿SORT‿t‿tra-VAY
	do you do	fet‿VOU
	What kind of work do you do?	kel‿SORT‿t‿tra-VAY‿fet‿VOU?
	do you work	tra-va-ye‿VOU
	at the city	a‿la‿VIL
	or at the country	ou‿a‿la‿kã-PAÑ
	Do you work in the city or in the country?	tra-va-ye‿VOU‿a‿la‿VIL‿ou‿a‿la‿kã-PAÑ?
	in a farm	dã-z‿un‿FERM
	or in a factory	ou‿dã-z‿un‿u-ZIN
	Do you work on a farm or in a factory?	tra-va-ye‿vou‿dã-z‿un‿FERM‿ou‿dã-z‿un‿u-ZIN?
John.	No, sir.	nõ, m(ə)-SYEU.
	I am not	zhə‿n‿SUI
	neither farmer	ni‿fer-MYE
	nor factory worker	ni‿ou-vri-e‿d‿u-ZIN
	I am neither a farmer nor a factory worker.	zhə‿n‿sui‿ni‿fer-MYE‿ni‿ou-vri-e‿d‿u-ZIN.
Robert.	I am a farmer.	mwa‿sh‿sui‿fer-MYE.
	My wife works on the farm, too.	ma‿FAM‿e‿fer-MYER‿ô-SI.
John.	What's your wife's name?	ko-MÃ‿s‿a-PEL‿vot‿FAM?
Robert.	Her name is Helen.	el‿s‿a-PE-l‿e-LEN.
John.	I work	sh‿tra-VAY
	on the sea	sur‿la‿MER
	I work on the sea.	sh‿tra-VAY‿sur‿la‿MER.

	ENGLISH EQUIVALENTS	AIDS TO LISTENING
	on a ship	su-r‿eũ‿ba-TÔ
	I work on a ship.	sh‿tra-vay‿su-r‿eũ‿ba-TÔ.
	sailor	ma-RÊ
	I am a sailor.	sh‿sui‿ma-RÊ.
Robert.	a worker	eũ‿tra-va-YEUR
	of the navy *or* of the merchant marine	d‿la‿ma-RIN
	You're in the Navy.	vou-z‿e-t‿eũ‿tra-va-YEUR‿d‿la‿ma-RIN (vou-z‿et‿dã‿la‿ma-RIN).
	That's good.	s‿e‿tre‿BYÊ.
John.	the work	l‿tra-VAY
	that I do	kə‿sh‿FE
	That's the work that I do.	s‿e‿l‿tra-VAY‿kə‿sh‿FE.
	my comrades	me‿ka-ma-RAD
	do	fõ
	some good work	du‿bõ‿tra-VAY
	The fellows that work with me do good work.	me‿ka-ma-rad‿də‿tra-VAY‿fõ‿du‿bõ‿tra-VAY.
	We do good work.	nou‿fə-ZÕ‿du‿bõ‿tra-VAY.
	We work a lot.	nou‿tra-va-YÕ‿bô-KOU.
Robert.	one of your comrades	eũ‿d‿vô‿ka-ma-RAD
	is not called	n‿s‿a-pel‿PA
	Philip Boisvert	fi-LIP‿bwa-VER
	Isn't one of your outfit called Philip Boisvert?	eũ‿d‿vô‿ka-ma-RAD‿n‿s‿a-PEL‿pa‿fi-LIP‿bwa-VER?
John.	Yes.	SI.

	ENGLISH EQUIVALENTS	AIDS TO LISTENING
Robert.	I know him.	zhə‿l‿ko-NE.
	He's a good guy.	s‿e-t‿eũ‿bõ‿gar-SÕ.
John.	Yes, he's O.K.	WI, s‿e-t‿eũ‿tre‿bõ‿gar-SÕ.

Robert.	how is called	ko-mã‿s‿a-PEL
	on which	sur‿lKEL
	you work	vou‿tra-va-YE
	What's the name of your ship?	ko-mã‿s‿a-PEL‿lə‿ba-TÔ‿sur‿lKEL‿vou‿tra-va-YE?
John.	I cannot	zhə‿n‿peu‿PA
	say it	l‿DIR
	I can't tell you.	zhə‿n‿peu‿pa‿l‿DIR.
	That's the war for you.	s‿e‿la‿GER.
Robert.	a friend	eũ-n‿a-MI
	of mine	a‿MWA
	soldier	sol-DA
	A friend of mine is a soldier.	eũ-n‿a-mi‿a‿MWA‿e‿sol-DA.
	I can't tell you where he is.	zhə‿n‿peu‿pa‿DIR‿ou‿i-l‿E.
	another friend of mine	eũ-n‿ô-tr‿a-mi‿a‿MWA
	works	tra-VAY
	in a factory	dã-z‿u-n‿u-ZIN
	at Marseilles	a‿mar-SEY
	Another friend of mine works in a factory in Marseilles.	eũ-n‿ô-tr‿a-mi‿a‿MWA‿tra-vay‿dã-z‿u-n‿u-ZI-n‿a‿mar-SEY.

	ENGLISH EQUIVALENTS	AIDS TO LISTENING
	his wife	sa‿FAM
	is a factory worker	e-t‿ou-vri-er‿d‿u-ZIN
	His wife is a factory worker, too.	sa‿FAM‿e-t‿ou-vri-er‿d‿u-ZI-n‿ô-SI.
John.	I have many friends in Marseilles.	zh‿e‿bô-kou‿d‿a-MI‿a‿mar-SEY.
	They have good jobs.	il-z‿õ‿d‿bõ-z‿ã-PLWA.
	in an office	dã-z‿eũ‿bu-RÔ
	One of my friends works in an office.	eũ‿d‿me-z‿a-MI‿tra-vay‿dã-z‿eũ‿bu-RÔ.
	He is an office worker.	s‿e-t‿eũ-n‿ã-plwa-ye‿d‿bu-RÔ.
	His mother is an office worker, too.	sa‿ME-r‿e-t‿ã-plwa-ye‿d‿bu-rô‿ô-SI.
	His brother is a cook.	sõ‿FRE-r‿e‿kui-zi-NYE.
Robert.	is a student	e-t‿e-tu-DYÃ
	Another friend of mine is a student.	eũ-n‿ôtr‿a-mi‿a‿MWA‿e-t‿e-tu-DYÃ.
	His sister is a student.	sa‿SEU-r‿e-t‿e-tu-DYÃT.
	His father is a carpenter.	sõ‿PE-r‿e‿shar-pã-TYE.
	They work a lot.	il‿tra-vay‿bô-KOU.
John.	I study too.	zh‿e-tu-di‿ô-SI.
	some books	de‿LIVR
	on the Navy	sur‿la‿ma-RIN
	I study books on the Navy.	zh‿e-tu-di‿de‿LIVR‿sur‿la‿ma-RIN.
	to study	a‿e-tu-DYE
	I have to study a lot.	zh‿e‿a‿e-tu-dye‿bô-KOU.
Robert.	Will you drink some beer with me?	vou-le‿vou‿BWAR‿d‿la‿BYER‿a-vek‿MWA?
John.	Yes, thanks.	WI, mer-SI.

2. Hints on Pronunciation (*15 minutes*)

To the Group Leader: Follow the same procedure as for the Hints on Pronunciation of Unit 2. Have the group read and discuss the explanations, and then go through the Practice for each Hint with the Guide or phonograph record.

1. *How the Frenchmen Sing Their Sentences.* We don't always realize it, but in every language, sentences are not only spoken but sung. When we speak English, we raise the pitch of our voice every time we pronounce a stressed syllable, so that each sentence we speak has a definite melody which goes up and down along with the amount of energy we put into each syllable and word. At the end of a sentence, moreover, we usually raise our voice and then let it fall sharply.

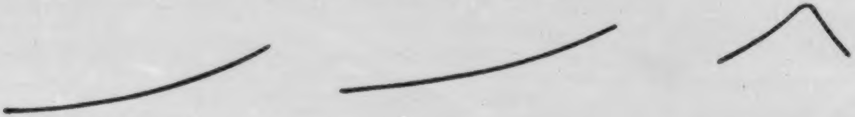
In French, however, the melody of the sentence does not absolutely correspond with the stress of the words. In each group of words before the end of the sentence, the pitch of the voice rises steadily to a high point on the last syllable; but in the last group of words in the sentence, the pitch is highest on the *next* to the last syllable, and falls slightly (but by no means as much as it does in English) on the last syllable of the sentence.

It may sound funny to talk about the "melody" of a sentence, but that is one of the things that is most important to imitate properly if you want to be understood easily — and it is one of the things that is usually passed over and neglected, simply because we don't realize that it exists, or because we are self-conscious about imitating it. Try actually to *sing* your sentences in French — you'll see that they sound much more like real French.

The diagram given below this sentence shows you how the pitch of your voice rises and then falls at the end, in a French sentence:

PRACTICE 1

eũ-n‿ô-tr‿a-mi‿a‿MWA tra-vay‿dã-z‿u-n‿u-ZIN a‿mar-SEY.



eũ-n‿a-mi‿a‿MWA‿e‿sol-DA.
eũ‿d‿me-z‿a-MI‿tra-vay‿dã-z‿eũ‿bu-RÔ.
zhə‿n‿sui‿ni‿fer-MYE‿ni‿ou-vri-e‿d‿u-ZIN.
sa‿FAM‿e-t‿ou-vri-er‿d‿u-ZIN‿ô-SI.
sõ‿FRER‿e‿kui-zi-NYE.
vou-z‿e-t‿eũ‿tra-va-YEUR‿d‿la‿ma-RIN.

The last three sentences are not spoken on the record.

2. *New Sounds: Vowels Through the Nose.* At the end of the Useful Words and Phrases in Unit 1, we pointed out that the "wavy line" ~ indicates that a vowel sound is pronounced "through the nose." There are four of these vowel sounds in French which are pronounced through the nose, or *nasalized.*

One of these sounds, which we represent by **ã** in the Aids to Listening, is made by pronouncing the French **a** (about like the *a* in the English words *ah* and *father*) and at the same time letting your breath pass into your nose as well as out through your mouth. Listen to your Guide's or the record's pronunciation in these words and expressions (the words *ko-MÃS* and *kã-PAÑ* are not spoken on the record).

PRACTICE 2

mã-ZHE	to eat
ko-MÃS	begins
kã-PAÑ	country
l‿ã-FÃ‿e‿dã‿l‿res-to-RÃ.	The child is in the restaurant.
ã-shã-TE‿t‿fer‿vot‿ko-ne-SÃS.	Pleased to meet you.

The sound which we represent by **õ** in the Aids to Listening is made by pronouncing a vowel about like the *aw* in the English word *paw*, and at the same time sending your breath into your nose. Here are some examples (*bõ-ZHOUR* is not spoken on the record).

PRACTICE 3

bõ-ZHOUR	Good morning.
NÕ, il‿n‿õ‿pa‿d‿ã-FÃ.	No, they have no children.
nou‿tra-va-YÕ‿a‿tou-LÕ.	We work at Toulon.

The sound which we represent by **ẽ** in the Aids to Listening is a vowel like the *a* in the English word *hat*, with the breath going into your nose at the same time, as in the following examples:

PRACTICE 4

sẽ-k‿om	five men
sh‿sui‿ma-RẼ.	I am a sailor.
kõ-byẽ‿pour‿l‿PẼ?	How much for the bread?

Finally, there is the sound which we represent by **e͠u** in the Aids to Listening. This sound is simply the French **eu** sound, which we learned about in the Hints on Pronunciation in Unit 1, pronounced with the breath going into your nose. We've had it so far in the word **e͠u,** meaning "one," which occurs so frequently that you should know how to pronounce it well:

PRACTICE 5

e͠u‿FRER	a brother	e͠u‿PER	a father	e͠u‿gar-SÕ	a boy

Now go through the Basic Sentences once more in unison and with your book open. As you repeat after your Guide, pay especial attention to the pronunciation of these sounds we have just discussed.

Finally, go through the Basic Sentences at least once again, this time taking turns in doing solo work. Keep your book closed, listen carefully to your Guide, and make sure that your pronunciation satisfies him.

Now go through the Basic Sentences once more individually, and with your book open. As you repeat after your Guide, keep your eyes on the Aids to Listening and note in particular the examples of the sounds discussed. Again do not hesitate to ask your Guide to repeat if you are uncertain about any sound.

Finally, go through the Basic Sentences at least once again individually. Keep your book closed, listen carefully to your Guide and make sure that your pronunciation satisfies him.

3. Check Yourself (*5 minutes*)

Do you raise the pitch of your voice smoothly and steadily to a high point at the end of each French phrase?

Do you raise the pitch of your voice to the highest point on the next to the last syllable of each French sentence and then let it drop gently and not too far down on the last syllable?

Have you listened and imitated your Guide or phonograph records carefully in making each of the four sounds we represent by **ã**, **õ**, **ẽ**, and **ẽu**?

Are you careful to let the breath pass into your nose and mouth at the same time whenever you pronounce **ã**, **õ**, **ẽ**, **ẽu**?

SECTION B — WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study (*20 minutes*)

Individual Study: As in Section B of Unit 2, read the words and expressions in each list and make sure that you understand the meaning of the French. Then read the Comments which follow each list. When you have finished the Word Study ask other members of the group about points which are not clear to you.

COMMENT 1

Notice carefully the verbs in the following:

zh‿vou-dre‿mã-ZHE.	I would like to eat.
de-zi-re‿vou-z‿a-le‿ô‿si-ne-MA?	Do you want to go to the movies?
zh‿e‿a‿e-tu-DYE.	I have to study.
per-me-te‿MWA‿d‿vou‿pre-zã-TE . . .	Permit me to present . . . to you.

Here are the words which correspond to the English general verb forms (or *infinitives*) with *to:*

mã-ZHE	to eat	e-tu-DYE	to study
a-LE	to go	pre-zã-TE	to present

Each one of these verbs ends in *E*. The sound with which the infinitive of a verb ends in French is very important, as it tells us what type of verb we have; there are several different types of verbs, and this type ending in *E* is the most common. The part *E*, or any other sound added to the end of the verb, is called the *ending* of the verb; the rest of the verb is called the *root*.

nou‿tra-va-YÕ	we work
vou‿tra-va-YE	you work
il‿tra-VAY	they (*masc.*) work
el‿tra-VAY	they (*fem.*) work

sh‿tra-VAY	I work
il‿tra-VAY	he works
el‿tra-VAY	she works

In these expressions, you will see that the word for "we work" ends in *Õ*, and the word for "you work" ends in *E*. Whenever we speak of "we" doing anything, the verb must end in *Õ*; whenever we speak of "you" doing anything, the verb must have the ending *E*, as in the infinitive form. In all the other expressions given above, you will see that the verb itself consists of just the form *traVAY*, the root, alone. The infinitive is of course *tra-va-YE* "to work."

For the English expressions "am working," "are working," "is working," and also for "do work," there is no special corresponding form in French, and you have to use the simple form for "work": *sh‿tra-VAY* means "I work" or "I am working" or "I do work."

il‿tra-VAY‿dã-z‿un‿FERM.	They work on a farm.
il‿tra-VAY-t‿a‿la‿kã-PAÑ.	They work in the country.

As you can see, in the first sentence above, the expression *il‿tra-VAY* means "they work"; it is followed by a word beginning with a consonant, and it is just as we have described it already. In the second sentence, the verb is followed by a word beginning with a vowel, and *t* is inserted after the verb. This holds true only when you are talking about "they."

Most French verbs behave just like *tra-va-YE* "to work." Nine out of ten of them have infinitives ending in *E* and are quite regular. Here, for example, is *mã-ZHE* "to eat":

nou‿mã-ZHÕ	we eat	
vou‿mã-ZHE	you eat	
il‿MÃZH	they (*masc.*) eat	*alone or before a consonant*
el‿MÃZH	they (*fem.*) eat	

il‿MÃZH-t	they (*masc.*) eat	*before a vowel*
el‿MÃZH-t	they (*fem.*) eat	
zh‿MÃZH	I eat	
il‿MÃZH	he eats	
el‿MÃZH	she eats	

In the same way, for *par-LE*, meaning "to speak," we would have *nou‿par-LÕ* for "we speak," *vou‿par-LE* for "you speak," and so on.

COMMENT 2

Study the words for "I," "we," "you," and "they," in these expressions:

nou-z‿e-tu-DYÕ	we study
vou-z‿e-tu-DYE	you study
il-z‿e-tu-DI	they (*masc.*) study
el-z‿e-tu-DI	they (*fem.*) study
zh‿e-tu-DI	I study

In the forms we had for *tra-va-YE* "to work," you notice that we found *nou* meaning "we," *vou* meaning "you," and *il* meaning "they" put before the verb. This kind of word is called a *pronoun.* In English, each pronoun has just one form, such as "I," "you," "we," and so on; but in French, very often a pronoun has more than one form, depending on whether the verb that follows it begins with a consonant or a vowel. In the above forms of *e-tu-DYE* meaning "to study," you will notice that the words for "we," "you," and "they" (both masculine and feminine) have a *z* inserted after them; that is because the verb *e-tu-DYE* begins with a vowel. For the verb *a-bi-TE,* meaning "to live" (or "reside"), we would likewise have *nou-z‿a-bi-TÕ* "we live," *vou-z‿a-bi-TE* "you live," *il-z‿a-BIT* "they live."

The word for "I" has the form *zhə* before a verb or verb phrase beginning with certain groups of two or more than two consonants, or often at the beginning of a sentence, as in *zhə‿n‿peu‿PA* "I cannot." Before a verb beginning with a vowel, it has the form *zh* (as in *zh‿e-tu-DI* "I study"), and also before a verb beginning with one or two consonants (of certain kinds), as in *zh‿vou-DRE* "I should like." There is also the form *sh,* which is used before verbs beginning with one or two consonants (of certain other kinds), as in *sh‿kõ-PRÃ* "I understand."

How about saying "it," by the way? The answer is that French has no separate word for "it," as we have in English. Whether you are talking about one object or more than one object, you have to refer to what you are discussing as either *il* (masculine) or *el* (feminine), depending on whether the word for the object is masculine or feminine.

Naturally, if you are talking about some person or thing doing something, you use the same form of the verb as you do for "he" or "she": *l‿om‿tra-VAY* "the man works," and so on. If you are talking about more than one person or thing, you use the same form as for "they": *le‿gar-SÕ‿tra-vay-t‿a‿la‿kã-PAÑ* "The boys work in the country."

COMMENT 3

Study how to say in French:

sh‿sui‿ma-RẼ.	I am a sailor.
ã-RI‿e‿sol-DA.	Henry is a soldier.
i-l‿e-t‿a-me-ri-KẼ.	He is an American.

In French, a simple statement of a person's trade, profession, nationality, or religion is made without using the word for "a." You say what amounts to "I am sailor," "Henry is soldier," and so on. When the statement refers to "I" or "you" and includes some additional description, the word for "a" is not omitted, as in the following examples: *sh‿sui‿eũ‿ma-rẽ‿a-me-ri-KẼ* "I am an American sailor." *vou-z‿e-t‿eũ‿bõ‿fer-MYE* "You are a good farmer."

For a statement about "he" or "she" or "they," it is often more natural to use *s‿E* and keep the word for "a," whether there is any additional description or not:

s‿e-t‿eũ-n‿e-tu-DYÃ.	He is a student.
s‿e-t‿eũ-n‿e-tu-DYÃ‿t‿tou-LÕ.	He is a student from Toulon.
s‿e-t‿eũ-n‿ou-VRIE‿d‿u-ZIN.	He is a factory worker.
s‿e-t‿eũ-n‿a-me-ri-KẼ.	He is an American.

2. Covering English and French of Word Study (*10 minutes*)

Before you leave the Word Study, cover the English equivalents in each list and make sure that you know the meaning of every French expression. Then cover the French and see if you can say each French expression when you are looking only at the English.

3. Review of Basic Sentences (*20 minutes*)

Review the first half of the Basic Sentences. Repeat individually with books closed. Work always to perfect your pronunciation; keep the meaning in mind; and observe examples of the points in Word Study you have just covered.

1. Review of Basic Sentences (Cont.) (*25 minutes*)

Review the second half of the Basic Sentences. Follow the procedure suggested above.

2. Covering the English of Basic Sentences (*15 minutes*)

Individual Study: Go back to the Basic Sentences in Section A, cover the English and test yourself by reading the French, just as you did in Section C of the previous unit. If you are not sure about the meaning of any words or phrases, when you have finished reading the Basic Sentences aloud, uncover the English and look up their meaning. Keep this up until you know all the meanings completely.

3. What Would You Say? (*10 minutes*)

In the following exercise you have certain situations presented, for which you are to choose the correct expression in French. Read the situation, *repeat aloud all of the solutions for each situation*, and then indicate for the next class meeting the answer which you consider the most appropriate.

1. *You are at a friend's house one afternoon. Two gentlemen, John Cook and Robert Marchand, call. Your friend greets them, saying:*

   a) bõ-zhour‿me-SYEU.
   b) bõ-zhour‿me-DAM.
   c) bõ-zhour‿me-dmwa-ZEL.
   d) bõ-swar‿me-SYEU.
   e) bõ-swar‿me-DAM.
   f) bõ-swar‿me-dmwa-ZEL.

2. *He then introduces them to you:*

   a) vwa-si‿me-z‿a-MI, zhã‿KOUK‿e‿ro-ber‿mar-SHÃ.
   b) vwa-si‿ma‿FAM, ma-dam‿zhan‿to-MA.
   c) vwa-si‿me‿FIY, zhã‿KOUK‿e‿ro-ber‿mar-SHÃ.

3. *Mr. Marchand is a farmer, so your friend says:*

   a) m(ə)-syeu‿mar-SHÃ‿e‿sol-DA.
   b) m(ə)-syeu‿mar-SHÃ‿e‿ma-RÊ.

c) m(ə)-syeu‿mar-SHÃ‿e‿fer-MYE.
d) m(ə)-syeu‿mar-SHÃ‿e-t‿ã-plwa-ye‿d‿bu-RÔ.

4. *He tells you where Mr. Marchand works, saying:*

a) m(ə)-syeu‿mar-SHÃ‿tra-va-y‿a‿la‿kã-PAÑ.
b) m(ə)-syeu‿mar-SHÃ‿tra-vay‿su-r‿ẽũ ba-TÔ.
c) m(ə)-syeu‿mar-SHÃ‿tra-vay‿dã-z‿u-n‿u-ZIN.
d) m(ə)-syeu‿mar-SHÃ‿tra-va-y‿a‿la‿VIL.

5. *You ask about Mr. Cook's work:*

a) ki‿e‿l‿ô-trə‿m(ə)-SYEU?
b) kel‿tra-VAY‿fe‿l‿ô-trə‿m(ə)-SYEU?
c) ki‿e‿m(ə)-syeu‿KOUK?

6. *The friend answers:*

a) vwa-si‿m(ə)-syeu‿KOUK.
b) m(ə)-syeu‿KOUK‿e‿ma-RÊ.
c) il‿a‿ẽũ‿pti‿gar-SÕ.

7. *Mr. Marchand offers this information about Mr. Cook:*

a) mõ‿ka-ma-RAD‿tra-VAY‿su-r‿ẽũ‿ba-TÔ.
b) mõ‿ka-ma-RAD‿s‿a-PEL‿lou-i‿du-BWA.
c) s‿e‿la‿GER.

8. *Mr. Cook asks you about your trade, saying:*

a) e‿s‿kə‿vou-z‿a-ve‿de-z‿ã-FÃ?
b) et‿vou‿fyã-SE?
c) e‿s‿kə‿vou-z‿et‿ma-RÊ‿ou‿fer-MYE?

9. *You reply to his question:*

a) nõ‿m(ə)-SYEU, zhə‿n‿sui‿ni‿ma-RÊ‿ni‿fer-MYE.
b) wi‿m(ə)-SYEU, zh‿e‿ẽũ‿FIS.

10. *You tell him that you are a student:*

a) sh‿tra-VAY‿a‿la‿VIL.
b) sh‿sui-z‿ou-vrie‿d‿u-ZIN.
c) sh‿sui-z‿e-tu-DYÃ.

SECTION D — LISTENING IN

1. What Did You Say? (*10 minutes*)

To the Group Leader: Follow the same procedure as for Section D of Unit 2. Call on different students (not in any fixed order) to give their answers in French for the exercise *What Would You Say?* in Section C of this unit. Encourage them to give the answers directly and not from the books, if possible. Then check on the students' knowledge of the meaning in English of the different expressions in French.

Go BACK to the last exercises in the preceding section. The Leader will call for your answers in French for the exercises. If you can, give the correct answers without reading from the book. Other members of the group will criticize the choice made if they disagree. The Leader will then call for the English equivalents of all the expressions in the exercises.

2. Word Study Check-up (*10 minutes*)

To the Group Leader: Follow the same procedure as for this part of Section D of Unit 2. Call on various students for the correct French for the English equivalents of the expressions given in the Word Study. Make sure that all the students have learned the material thoroughly.

Go BACK to the Word Study in Section B. The Leader will ask different members of the group to give the correct French for the English equivalents of the expressions you went over in the Word Study. Be sure you are able to give the correct form without having to read it from the book. If you have difficulty in giving the correct French, review the Word Study thoroughly.

3. Listening In (*30 minutes*)

To the Group Leader: Follow the same procedure as for *Listening In* in Section D of Unit 2. Check up on meaning at the end of each conversation on the first time through; then, after the second time through, assign parts and have the students read the conversation.

KEEP YOUR BOOK closed while the Guide reads the following conversations, or while they are played on the phonograph, and repeat the French immediately after hearing it. At the end of each conversation, check up on the meaning of any word or phrase about which you are in doubt, either by asking some other member of the group or by going back to the Basic Sentences if no one knows.

1. *Robert introduces himself to John.*

ro-BER — bõ-zhour‿mə-SYEU.
ZHÃ — bõ-zhour‿mə-SYEU.
ro-BER — per-me-te‿mwa‿d‿mə‿pre-zã-TE.
zh‿m‿a-pel‿ro-ber‿mar-SHÃ.
ko-mã-t‿a-le‿VOU?
ZHÃ — tre‿byẽ‿mer-SI; e‿VOU?

ro-BER — tre‿byẽ‿mer-SI.
ko-mã‿vou-z‿a-ple‿VOU?
ZHÃ — zh‿m‿a-pel‿zhã‿KOUK.
ro-BER — ã-shã-te‿t‿FER‿vot‿ko-ne-SÃS, mə-syeu‿KOUK.

2. *John invites Robert to have a drink with him.*

ZHÃ — mə-syeu‿mar-SHÃ, vou-le‿vou‿BWAR‿d‿la‿BYER‿a-vek‿MWA?
ro-BER — zh‿vou-dre‿bwar‿du‿ka-FE, s‿il‿vou‿PLE.
ZHÃ — mad-mwa-ZEL, du‿ka-FE‿a‿mə-SYEU!
l‿ka-FE‿e-t‿il‿BÕ?
ro-BER — wi‿mə-SYEU, i-l‿e‿tre‿BÕ.

3. *John and Robert speak about their work.*

ro-BER — k‿e‿s‿kə‿vou‿FET‿kom‿tra-VAY?
kel‿sort‿də‿tra-VAY‿fet‿VOU?
tra-va-ye‿vou‿a‿la‿VI-l‿ou‿a‿la‿kã-PAÑ?
ZHÃ — MWA‿sh‿sui-z‿eũ‿tra-va-YEUR‿d‿la‿ma-RIN.
sh‿sui‿ma-RẼ.
sh‿tra-VAY‿su-r‿eũ‿ba-TÔ.
ro-BER — mwa‿sh‿sui‿fer-MYE.
ko-mã‿s‿a-PEL‿lə‿ba-TÔ‿sur‿lKEL‿vou‿tra-va-YE?
ZHÃ — zhə‿n‿peu‿pa‿l‿DIR.
ro-BER — ek-sku-ze‿MWA.

4. *John and Robert speak about their friends' work.*

ro-BER — zh‿e‿eũ-n‿a-MI‿ki‿e‿ma-rẽ‿kom‿VOU.
il‿s‿a-PEL‿fi-lip‿bwa-VER.
ZHÃ — sh‿ko-NE‿fi-lip‿bwa-VER.
il‿tra-VAY‿a-vek‿MWA.
s‿e-t‿eũ‿ka-ma-RAD‿a‿MWA.
s‿e-t‿eũ‿bõ‿gar-SÕ.
a-ve‿vou‿de-z‿a-MI‿a‿mar-SEY?
ro-BER — WI, zh‿e‿bô-kou‿d‿a-MI‿a‿mar-SEY.
eũ-n‿a-mi‿a‿MWA‿e-t‿ã-plwa-ye‿d‿bu-RÔ.
il‿tra-VAY‿dã-z‿eũ‿bu-RÔ.
i-l‿a‿eũ‿bõ-n‿ã-PLWA.
sa‿mer‿tra-VAY‿dã-z‿eũ‿bu-rô‿ô-SI.
se‿frer‿sõ‿sol-DA.
ZHÃ — eũ‿d‿me-z‿a-MI‿tra-VAY‿dã-z‿un‿u-ZIN.
sa‿fam‿tra-VAY‿dã-z‿un‿u-zin‿ô-SI.
e-l‿e-t‿ou-vri-ER‿d‿u-ZIN.
sa‿seu-r‿e-t‿e-tu-DYÃT.
e-l‿e-tu-DI‿bô-kou‿d‿LIVR.

5. *John and Robert speak about their families.*

ZHÃ — et‿vou‿ma-RYE, mə-SYEU‿mar-SHÃ?
ro-BER — WI, mə-SYEU.
ZHÃ — ko-mã‿s‿a-PEL‿vot‿FAM?
ro-BER — ma‿fam‿s‿a-PEL‿e-LEN.
ZHÃ — e-t‿e-l‿ã-plwa-YE‿d‿bu-RÔ?
ro-BER — el‿n‿e‿ni‿ã-plwa-ye‿d‿bu-RÔ‿ni‿ou-vri-ER‿d‿u-ZIN.
e-l‿e‿fer-MYER.
nou‿som‿de‿fer-MYE.
ZHÃ — e‿s‿kə‿vou-z‿a-VE‿de-z‿ã-FÃ?
ro-BER — WI, nou-z‿a-võ‿deu‿FIS‿e‿trwa‿FIY.
e‿VOU, a-ve‿vou‿de-z‿ã-FÃ?
ZHÃ — zhə‿n‿sui‿pa‿ma-RYE.
ro-BER — et‿vou‿fyã-SE?
ZHÃ — nõ, zhə‿n‿sui‿pa‿fyã-SE.

SECTION E — CONVERSATION

1. Covering the French in Basic Sentences (*15 minutes*)

Individual Study: Just as you did in Section E of Unit 2, go back to the Basic Sentences of this unit, cover up the French, and test yourself to see how many words and phrases you can say in French when you are looking only at the English.

2. Vocabulary Check-up (*15 minutes*)

To the Group Leader: As in Unit 2, go around the class calling on various students and asking them "ko-mã‿dit‿vou‿ã‿frã-SE . . ." for the English equivalents in the Basic Sentences, with their books closed. If any student does not answer in a reasonable time, do not allow hemming and hawing; call on another student. Make sure that every student speaks up loud enough so that all can hear. Do not allow any mumbling. Any student who cannot give satisfactory answers needs more review of the Basic Sentences.

As YOU DID in Unit 2, supply the French expressions for the English equivalents in the Basic Sentences when the Leader calls on you in turn. Do not fool around and waste time; give your answers in a clear, loud voice so that everyone can hear you.

3. Conversation *(20 minutes)*

To the Group Leader: Follow the same procedure as for Section E of Unit 2. Have the students converse, first following closely the model of the conversations in *Listening In*, and then changing the situations slightly.

As you did in the Conversation in Section E of Unit 2, first go through the *Listening In* section of this unit, taking turns reading the conversations with your book open. As soon as you can speak the parts smoothly without looking at your book, then pass to acting them out in front of the group; keep this up until you can do it easily and smoothly.

Then you can change the situations somewhat and introduce material from the previous units. Use your imagination in thinking up various combinations of situations. For example, when one person meets another, they can talk about their families, their friends, and their work, and then one can invite the other to go to a restaurant; when they are at the restaurant, one of them can ask the other what he wants, order food, and then pay for it. Or you can have a conversation in which two persons talk about their friends and their friends' work, parents, brothers and sisters, children, and so forth.

SECTION F — CONVERSATION (*Cont.*)

Continue the conversations started in Section E. If necessary to make the conversations smoother and more successful, review Parts 1 and 2 of Section E.

FINDER LIST

This finder list has all the new words used in this unit. These, as well as those of the previous two units, are words and expressions which by this time you should know perfectly.

a-me-ri-KẼ *m.*	American	ba-TÔ *m.*	ship, boat	e-LEN	Helen
ã-PLWA *m.*	job	bó-KOU	much, a great deal	e-tu-DYE	to study
ã-plwa-YE *m., f.*	employee *or* clerk	bu-RÔ *m.*	office	zh‿e-tu-DI	I study
ã-plwa-YE‿d‿bu-RÔ	office worker	DÃ	in, into	ẽu-n‿e-tu-DYÃ	a student *m.*
		DIR	to say *or* to tell	u-n‿e-tu-DYÃT	a student *f.*

FERM *f.*	farm
eu‿fer-MYE	farmer
un‿fer-MYER	farmer's wife
FE	do
sh‿FE	I do
vou‿FET	you do
fet‿VOU?	do you do? are you doing?
fi-LIP	Philip
GER *f.*	war
ka-ma-RAD	comrade, friend, pal
kā-PAÑ *f.*	country, countryside
l(ə)KEL	which
LIVR *m.*	book
ma-RĒ *m.*	sailor
ma-RIN *f.*	navy *or* merchant marine
mar-SEY	Marseilles
MER *f.*	sea
n‿e‿s‿PA?	isn't it? aren't you?
ni . . . ni	neither . . . nor
ÔT(R)	other
ou	or
ou-vri-E *m.*	worker
ou-vri-e‿d‿u-ZIN *m.*	factory worker
ou-vri-ER	working girl *or* woman
PEU	can, am able
zhə‿n‿peu‿PA	I can't
SA *f. sing.*	his, her
SE *pl.*	his, her
SÕ *m. sing.*	his, her
SI	yes (*contradicting a negation*)
sol-DA	soldier
SORT *f.*	sort, kind
SUR	on
tra-VAY *m.*	work *or* job
sh‿tra-VAY	I work
il‿tra-VAY	he works, they work
tra-va-ye‿VOU?	do you work?
tra-va-YEUR *m.*	worker
u-ZIN *f.*	factory
VIL *f.*	city *or* town

UNIT 4

WHERE ARE YOU FROM?

SECTION A — BASIC SENTENCES

To the Group Leader: From this point on, you will need special instructions only when new sections or procedures are introduced in the Learning Units. With other sections, simply follow the procedures which have been recommended in the first three units, and the instructions provided for the group at the beginning of the section.

Go through the Basic Sentences in unison. Then work on the Hints on Pronunciation and after that go through the Basic Sentences individually at least twice more.

1. Basic Sentences (*30 minutes*)

Henry Smith, our American soldier, and John Cook, the sailor, speak with Robert Marchand about the places they are from, and where they have lived.

	ENGLISH EQUIVALENTS	AIDS TO LISTENING
Robert.	from what part	d‿KEL‿par-TI
	of the United States	de-z‿e-ta-z‿u-NI
	Sergeant	ser-ZHÃ
	What part of the United States are you from, Sergeant Smith?	d‿KEL‿par-TI‿de-z‿e-ta-z‿u-NI‿et‿VOU, ser-ZHÃ‿smit?
Henry.	San Francisco	sã‿frã-sis-KÔ
	I am from San Francisco.	sh‿SUI‿t‿sã‿frã-sis-KÔ.

	ENGLISH EQUIVALENTS	AIDE TO LISTENING
Robert.	Oh, San Francisco?	Ô, sã‿frã-sis-KÔ?
	It's a beautiful city, isn't it?	s‿e-t‿un‿bel‿VIL, n‿e‿s‿PA?
Henry.	Yes, it's a very big city, and it's beautiful, too.	WI, s‿e-t‿un‿tre‿GRÃD‿VIL, e‿el‿e‿bel‿ô-SI.
John.	your parents	vô‿pa-RÃ
	do they live	a-bit-t‿IL
	Do your parents live in San Francisco?	vô‿pa-RÃ‿a-bit-t‿IL‿a‿sã‿frã-sis-KÔ?
Henry.	Yes.	WI.
Robert.	some relatives	de‿pa-RÃ
	Do you have relatives, too, in San Francisco?	a-ve‿VOU‿de‿pa-RÃ‿ô-SI‿a‿sã‿frã-sis-KÔ?
Henry.	Yes, we have many relatives there.	WI, nou-z‿a-võ‿bô-kou‿t‿pa-RÃ‿LA.
	uncles	ÕKL
	aunts	TÃT
	et cetera	et‿se-te-RA
	Uncles, aunts et cetera.	ÕKL, TÃT et‿se-te-RA.
John.	always	tou-ZHOUR
	lived	a-bi-TE
	Have you always lived in San Francisco?	a-ve‿VOU‿tou-ZHOU-r‿a-bi-TE‿a‿sã‿frã-sis-KÔ?
Henry.	in Chicago	a‿shi-ka-GÔ
	No; I've also lived in Chicago.	NÕ; zh‿e‿a-bi-TE‿ô-SI‿a‿shi-ka-GÔ.
	I was living	zh‿a-bi-TE
	before being a soldier	a-vã‿d‿et‿sol-DA
	I used to live in New York before I went into the Army.	zh‿a-bi-TE‿a‿nou‿YORK‿a-vã‿d‿et‿sol-DA.

	ENGLISH EQUIVALENTS	AIDS TO LISTENING
John.	New York?	nou‿YORK?
	for the Red Cross	pour‿la‿krwa‿ROUZH
	My brother's wife works for the Red Cross in New York.	la‿FAM‿d‿mŏ‿FRER‿tra-VAY‿pour‿la‿krwa‿ROUZH‿a‿nou‿YORK.
Henry.	Is that so?	A?
Robert.	New York is large.	nou‿YORK‿e‿GRĂ.
Henry.	afterward	PUI
	I've been	zh‿e‿e-TE
	in England	ă-n‿ă-glə-TER
	Next, I was in England.	PUI, zh‿e‿e-TE‿ă-n‿ă-glə-TER.
John.	the husband	l‿ma-RI
	My sister's husband is in England.	l‿ma-RI‿d‿ma‿SEUR‿e-t‿ă-n‿ă-glə-TER.
	He is an aviator.	i-l‿e-t‿a-vya-TEUR.
Henry.	And you, John, where are you from?	e‿VOU, ZHĂ, d‿ou‿et‿VOU?
John.	New Orleans	la‿nou-ve-l‿or-le-Ă
	I'm from New Orleans.	sh‿SUI‿d‿la‿nou-ve-l‿or-le-Ă.
Henry.	then	a-LOR
	why	pour-KWA
	you speak French	vou‿par-le‿fră-SE
	so well	si‿BYĔ
	Then I understand why you speak French so well.	a-LOR, sh‿kŏ-PRĂ‿pour-KWA‿vou‿par-le‿fră-SE‿si‿BYĔ.

	ENGLISH EQUIVALENTS	AIDS TO LISTENING
John.	but I don't speak French	me‿zhə‿n‿parl‿pa‿frã-SE
	Yes, but I don't speak French as well as Robert.	WI, me‿zhə‿n‿parl‿pa‿frã-SE‿si‿BYẼ‿k‿ro-BER.
Robert.	Oh, yes, you do.	Õ, SI.
John.	a little	eũ‿peu
	Spanish	es-pa-ÑOL
	I don't speak French as well as Robert, but I do speak a little Spanish, too.	zhə‿n‿parl‿pa‿frã-SE‿si‿BYẼ‿k‿ro-BER, me‿sh‿par-l‿eũ‿peu‿es-pa-ÑOL‿ô-SI.
Robert.	more than English	plus‿k‿ã-GLE
	Do the people of New Orleans speak French more than English?	e‿s‿kə‿le‿ZHÃ‿d‿la‿nou-VE-l‿or-le-Ã‿parl‿frã-SE‿plus‿k‿ã-GLE?
John.	No; they speak English more than French.	NÕ; il‿parl-t‿ã-GLE‿plus‿kə‿frã-SE.
Henry.	Where do you live, Robert?	ou‿a-bi-te‿VOU, ro-BER?
Robert.	at fifty kilometers	a‿sẽ-KÃT‿ki-lo-MET(R)
	I live on a farm, fifty kilometers away from Marseilles.	zh‿a-BIT‿dã-z‿un‿FERM, a‿sẽ-KÃT‿ki-lo-MET(R)‿d(ə)‿mar-SEY.
John.	are you born	et‿vou‿NE
	in this part of France	dã‿set‿par-TI‿d‿la‿FRÃS
	Were you born in this section of France?	et‿vou‿NE‿dã‿set‿par-TI‿d‿la‿FRÃS?
Robert.	I am born	sh‿sui‿NE
	brought up	el-VE
	near Paris	pre‿t‿pa-RI
	I was born and brought up near Paris.	sh‿sui‿NE‿e‿zh‿e‿e-TE‿el-VE‿pre‿t‿pa-RI.
Henry.	I have an aunt who lives in Paris.	zh‿e‿un‿TÃT‿ki‿a-BIT‿a‿pa-RI.

	ENGLISH EQUIVALENTS	AIDS TO LISTENING
John.	would you like	vou-drye‿VOU
	Would you like to go to Paris?	vou-drye‿VOU‿a-le‿a‿pa-RI?
Henry.	to my aunt's	she‿ma‿TĂT
	Yes, I would like to go to my aunt's in Paris.	WI, zh‿vou-DRE‿a-le‿she‿ma‿TĂT, a‿pa-RI.
John.	how much	kŏ-BYĔ
	is there	y‿a-t‿IL
	What is the distance from Marseilles to Paris?	kŏ-BYĔ‿y‿a-t‿IL‿d‿mar-SEY‿a‿pa-RI?
Robert.	there are	i-l‿y‿A
	six hundred and fifty kilometers	si‿să‿sĕ-KĂT‿ki-lo-METR
	or four hundred miles	ou‿KAT‿să‿MIL
	It's six hundred and fifty kilometers, or four hundred miles, from Marseilles to Paris.	i-l‿y‿A‿si‿să‿sĕ-KĂT‿ki-lo-METR, ou‿KAT‿să‿MIL, d‿mar-SEY‿a‿pa-RI.
John.	we shall go	nou-z‿i-RŎ
	all the three	tou‿le‿TRWA
	after the war	a-pre‿la‿GER
	The three of us will go to Paris after the war.	nou-z‿i-RŎ‿a‿pa-RI‿tou‿le‿TRWA, a-pre‿la‿GER.
Robert.	yes, but before that	WI, me-z‿a-vă‿SA
	come to see me	vNE‿m‿VWAR
	Yes, but before that, come to see me at my farm.	WI, me-z‿a-vă‿SA, vNE‿m‿VWAR‿a‿ma‿FERM.
John.	we shall go	nou-z‿i-RŎ
	see you	vou‿VWAR
	We shall go and see you, Robert.	nou-z‿i-RŎ‿vou‿VWAR, ro-BER.

2. Hints on Pronunciation (*15 minutes*)

1. *Review the Vowel Sounds* **u** *and* **eu.** Are you making these sounds properly, so as to satisfy the Guide and your own ear every time you pronounce them? Be sure to put your tongue well up in the front of your mouth, as for *ee* in *beet*, and to stick your lips way out, in a pouting position, for the French **u.** Don't put any *y* sound in front of it — be sure not to say it like *yew*. Test yourself on these sentences:

PRACTICE 1

l‿ma-RI‿d‿ma‿SEUR‿e-t‿a-vya-TEUR.   sh‿SUI‿de-z‿e-ta-z‿u-NI.   tra-va-ye‿vou‿dă-z‿u-n‿u-ZIN?

2. *The Sound* **l,** which you have met in a number of words, is pronounced very much the way most Britishers pronounce it — the so-called "bright" *l*. Be sure you keep your tongue in the front part of your mouth with the tip of the tongue against the front teeth when you pronounce this sound, and make it clear and bell-like.

PRACTICE 2

par-le‿lăt-MĂ, s‿il‿vou‿PLE.   le‿twa-LET‿sŏ‿la-BA.   mad-mwa-ZEL, kŏ-byĕ‿pour‿le-z‿a-lu-MET?

3. *The Sound* **r** is not at all like any of the *r* sounds we have in English. Most Frenchmen make it very far in the back of their mouth; in fact, it is said that the best way to make this *r* sound is to lie on your back and enjoy a good dry gargle! Especially in the south of France, you may also hear other kinds of *r*, including an *r* strongly vibrated by the tip of the tongue against the teeth (as telephone operators do when saying *thrrree*, or small boys in imitating an automobile or aeroplane); but the "gargled" *r* is the one that you are most likely to hear.

PRACTICE 3

ou‿e‿l‿res-to-RĂ?
a‿ke-l‿EUR‿par‿la‿TRĔ?
zh‿vou-DRE‿d‿la‿BYER.

par-le‿vou‿fră-SE?
zh‿m‿a-pe-l‿ă-PI.

3. Check Yourself (*5 minutes*)

When you pronounce the French **u** and **eu,** do you keep your tongue up in the front of your mouth and stick your lips way out?

When you pronounce **l,** do you keep your tongue in the front of your mouth, with the tip of the tongue against the front teeth, and make a "bright," clear-sounding **l**?

When you pronounce **r,** do you "gargle" good and strong in the back of your throat?

Now go through the Basic Sentences once more individually, with your book open. Again, as you repeat after your Guide, pay especial attention to the examples of the sounds you have just practiced; if there is anything you are uncertain about, ask your Guide to repeat.

Then go through the Basic Sentences at least once more, taking turns in doing solo work. Keep your book closed, listen carefully to the Guide, and make sure that your pronunciation satisfies him.

SECTION B — WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study (*20 minutes*)

Individual Study: In doing the Word Study, follow the same procedure as in earlier units.

COMMENT 1

How They Say "I have" *in French*

zh‿e‿deu‿FRER.	I have two brothers.	vou-z‿a-ve‿deu-z‿ã-FÃ.	You have two children.
i-l‿a‿de‿si-ga-RET.	He has some cigarettes.	il-z‿ô‿de‿LIVR.	They (*m.*) have some books.
e-l‿a‿de‿si-ga-RET.	She has some cigarettes.	el-z‿ô‿de‿LIVR.	They (*f.*) have some books.
nou-z‿a-vô‿bô-kou‿t‿pa-RÃ.	We have many relatives.		

As you have already discovered in listening to your Guide, the French have many different forms for the word "have," depending on whether they are talking about "I," "he" or "she," "we," or "they." You must use the proper form of the verb with each different pronoun, as Frenchmen are not likely to understand you otherwise.

Now notice also these sentences:

nou-z‿a-võ-z‿eũ‿FIS.	We have a son.
vou-z‿a-ve-z‿un‿FIY.	You have a daughter.
il-z‿õ-t‿eũ‿FIS.	They have a son.

In each of these sentences, a word beginning with a vowel sound follows the verb; and you can see that a *z* sound is indicated after the forms for "we have" and "you have," and a *t* sound after the form for "they have."

COMMENT 2

How They Say "I am" *in French*

sh‿sui‿frã-SE.	I am French.
i-l‿e‿frã-SE.	He is French.
e-l‿e‿d‿nou‿YORK.	She is from New York.
nou‿som‿ma-RYE.	We are married.
vou-z‿et‿ma-RYE	You are married.
il‿sõ‿PTI.	They (*m.*) are little.
el‿sõ‿d‿la‿nou-ve-l‿or-le-Ã.	They (*f.*) are from New Orleans.

Again, notice that most of the different pronouns have different forms of the verb to go with them. Learn each expression as a whole, so that you don't have to think around to find the proper form each time you want to talk.

Now here are some more sentences, containing these same expressions for "being," but in a somewhat different form:

sh‿sui-z‿ã‿FRÃS.	I am in France.
i-l‿e-t‿e-tu-DYÃ.	He is a student.
e-l‿e-t‿e-tu-DYÃT.	She is a student.
nou‿som-z‿a-me-ri-KẼ.	We are Americans.
vou-z‿et-z‿a‿mar-SEY.	You are in Marseilles.
il‿sõ-t‿a‿la‿GAR.	They (*m.*) are at the station.
el‿sõ-t‿a‿la‿GAR.	They (*f.*) are at the station.

Here again, in each sentence, a word beginning with a vowel sound follows the verb; and here you can see that there is a consonant sound indicated between each form of the verb and the first vowel of the word which follows. For the forms corresponding to "he," "she," and "they" this consonant sound is *t*; for the others it is *z*. In ordinary speech you will notice that this *z* sound is sometimes used and sometimes not: *vou-z‿e-t‿a-me-ri-kẽ* "you are American."

Very often, *zhə* is reduced to simply *zh* or *sh* before *sui* "I am": *zh‿sui*, *sh‿sui*.

COMMENT 3

How They Make Negative Statements in French

sh‿tra-VAY.	I work.	zhə‿n‿tra-vay‿PA.	I don't work.
sh‿PARL.	I speak.	zhə‿n‿parl‿PA.	I don't speak.
il‿tra-VAY.	He works.	i‿n‿tra-vay‿PA.	He doesn't work.
nou-z‿e-tu-DYÕ.	We study.	nou‿n‿e-tu-dyõ‿PA.	We don't study.
vou‿mã-ZHE.	You eat.	vou‿n‿mã-zhe‿PA.	You don't eat.
il-z‿õ‿de-z‿ã-FÃ.	They (*m.*) have some children.	i‿n‿õ‿pa‿d‿ã-FÃ.	They (*m.*) have no children.
el-z‿õ‿de‿LIVR.	They (*f.*) have some books.	el‿n‿õ‿pa‿d‿LIVR.	They (*f.*) have no books.

The sentences in the right-hand column have two words that those in the left-hand column don't have: before the verbs for *work*, *speak*, *study*, etc., a little sound or syllable, *n* or *nə;* after the verb, the word *pa*. Both of these words have to be used in French to make a sentence negative; the verb is sandwiched in between *n* or *nə* and *pa*. The sound *n* is used before a verb beginning with a vowel sound or a single consonant sound, and sometimes before one beginning with two consonants.

In ordinary speech, the *n* or *nə* is very often omitted; instead of *zhə‿n‿sui‿pa‿ma-RĒ*, people often say *sh‿sui‿pa‿ma-RĒ*.

COMMENT 4

How They Ask Questions in French. In the sentences in the left-hand column a statement is made; in the right-hand column the same statement is turned into a question:

1. vou-z‿a-ve-z‿eũ‿FIS.	You have a son.	a-ve‿vou‿eũ‿FIS?	Have you a son?
nou-z‿a-võ-z‿un‿FIY.	We have a daughter.	a-võ‿nou‿un‿FIY?	Have we a daughter?
il-z‿õ-t‿eũ‿LIVR.	They have a book.	õ-t‿i-l‿eũ‿LIVR?	Have they a book?
i-l‿a‿eũ‿LIVR.	He has a book.	a-t‿i-l‿eũ‿LIVR?	Has he a book?

To ask a question, the verb forms are turned around, with the pronoun coming after the verb, just as in English. Notice also that a *t* sound occurs between the verb and the pronouns for "he" and "they" (*m.*); and also, when you use them, between the verb and the pronouns for "she" and "they" (*f.*).

This same thing can be done with any verb, to make a question. So, with *tra-va-YE* "to work," we can make: *tra-va-yõ‿NOU?* "Do we work?" "Are we working?" *tra-va-ye‿VOU?* "Do you work?" "Are you working?" and so forth. The forms for "I," however, are not usually turned around this way in ordinary speech. We will take up the French equivalent for "have I," "do I," etc., in a later unit.

2.	lə‿si-ne-MA‿ko-mãs‿t‿IL?	Is the movie starting?
	vot‿FAM‿e-t‿e-l‿ã‿FRÃS?	Is your wife in France?

If you are talking, not about "he," "she," or "they," but about some specific thing, to ask a question you first say the word for the person or thing you are talking about, and then you ask "Does it start?" "Is she in France?" or whatever question you want to ask.

3.	nə‿tra-va-ye‿vou‿PA?	Aren't you working? Don't you work?
	vot‿FAM‿n‿e-t‿el‿pa‿ã‿FRÃS?	Isn't your wife in France?

If your question is negative ("Aren't you working?" or the like), you simply sandwich the entire verb form, including the pronoun, in between *n* (or *nə*) and *pa*.

4.	e‿s‿kə‿vou‿tra-va-YE?	Do you work? (Is it that you work?)
	e‿s‿kə‿l‿si-ne-MA‿ko-MÃS?	Does the movie start? (Is it that the movie starts?)
	e‿s‿kə‿vot‿FAM‿e-t‿ã‿FRÃS?	Is your wife in France?
	e‿s‿kə‿vot‿FAM‿n‿e‿pa‿ã‿FRÃS?	Isn't your wife in France?

Another and much more common way of asking a question is just to put *e‿s‿kə* "is it that . . . ?" before a sentence which makes a statement, and there you have your question. You will probably find this way of asking a question easier than turning the verb and pronoun around; but you need to know both ways, as both are in use.

2. Covering English and French of Word Study (*10 minutes*)

Review this Word Study by reading aloud all of the French expressions. Then cover the English and make sure that you know the meaning of every item. Finally, cover the French and see if you can say each French expression when you are looking only at the English.

3. Review of Basic Sentences (*20 minutes*)

With Guide or records, review the first half of Basic Sentences for better pronunciation, meaning, and examples of points in the Word Study.

SECTION C — REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (Cont.) (*25 minutes*)

Review the second half of Basic Sentences.

2. Covering the English of Basic Sentences (*15 minutes*)

Go back to the Basic Sentences in Section A, and read them aloud, covering up the English. Note any words or phrases you are not sure about, and when you have finished reading the Basic Sentences, uncover the English and look up the meaning of what you did not get. Keep this up until you know all the meanings completely.

3. What Would You Say? (*10 minutes*)

I. Read aloud all of the following and pick the right answer:

1. *Two young men meet one morning. One is an American and the other is a Frenchman. The American greets the Frenchman, saying:*
   - *a*) sh‿SUI‿frã-SE, me-SYEU.
   - *b*) bõ-SWAR, ma-DAM.
   - *c*) bõ-ZHOUR, mə-SYEU.
   - *d*) mer-SI, mad-mwa-ZEL.
2. *After the Frenchman returns the greeting, the American asks where he is from, saying:*
   - *a*) ko-MÃ‿vou-z‿a-ple‿VOU?
   - *b*) kel‿SORT‿də‿tra-vay‿fet‿VOU?
   - *c*) a-ve‿VOU‿un‿TÃT‿ã-n‿ã-glə-TER?
   - *d*) d‿ou‿et‿VOU?
   - *e*) v-NE‿tou-ZHOUR‿a‿ma‿FERM.
3. *The Frenchman replies:*
   - *a*) nou‿som-z‿a-vya-TEUR.
   - *b*) vou-z‿et‿ma-RYE.
   - *c*) sh‿SUI‿d‿mar-SEY.
   - *d*) il‿sõ‿fer-MYE.
   - *e*) nou-z‿i-RÕ-z‿a‿pa-RI‿a-vã‿d‿vwar‿mar-SEY.

4. *The Frenchman then asks the American where he is from, and the latter replies:*

   a) sh‿sui-z‿es-pa-ÑOL.
   b) zh‿e‿eũ-n‿ÕKL‿pre‿t‿pa-RI.
   c) sh‿sui-z‿ã-GLE.
   d) sh‿sui‿d‿la‿nou-VE-l‿or-le-Ã.
   e) PUI‿zh‿e‿a-bi-TE‿a‿nou‿YORK.

5. *The American tells where his father is from:*

   a) ma‿MER‿e‿mõ‿PER‿sõ‿t‿shi-ka-GÔ.
   b) mõ‿PER‿e‿t‿sã‿frã-sis-KÔ.
   c) la‿SEUR‿d‿mõ‿PER‿tra-VAY‿pour‿la‿krwa‿ROUZH.
   d) zh‿e‿un‿TÃT‿a‿pa-RI.
   e) zh‿e‿e-te‿el-VE‿a‿la‿kã-PAÑ.

6. *The American says that his mother is from San Francisco:*

   a) e‿s‿kə‿vot‿MER‿e-t‿a‿sã‿frã-sis-KÔ?
   b) ma‿MER‿e-t‿ã-shã-TE, mə-SYEU.
   c) ma‿MER‿e‿t‿sã‿frã-sis-KÔ.
   d) a-ve‿VOU‿vot‿MER‿a‿sã‿frã-sis-KÔ?
   e) le‿zhã‿parl-t‿IL‿es-pa-ÑOL‿plus‿kə‿frã-SE‿a‿sã‿frã-sis-KÔ?

7. *The Frenchman asks him if his parents speak Spanish:*

   a) zhə‿n‿parl‿PA‿es-pa-ÑOL.
   b) ma‿SEUR‿par-l‿es-pa-ÑOL.
   c) vô‿pa-RÃ‿parl-t‿il‿es-pa-ÑOL?
   d) l‿ma-RI‿d‿ma‿TÃT‿par-l‿eũ‿peu‿es-pa-ÑOL.
   e) pour-KWA‿vô‿pa-RÃ‿parl-t‿il‿es-pa-ÑOL?

8. *He adds that he, too, speaks Spanish:*

   a) sh‿parl‿frã-SE et‿se-tə-RA.
   b) e‿s‿k‿el‿par-l‿es-pa-ÑOL‿ô-SI?
   c) sh‿par-l‿es-pa-ÑOL‿ô-SI.
   d) el‿n‿parl‿pa‿es-pa-ÑOL‿si‿BYẼ‿k‿mõ‿ser-ZHÃ.

9. *The Frenchman asks if he has any brothers and sisters:*

   a) e‿s‿ka‿vou-z‿a-VE‿de‿TÃT?
   b) a-ve‿VOU‿vô‿pa-RÃ?
   c) õ-t‿IL‿de-z‿ÕKL?
   d) a-ve‿VOU‿de‿FRER‿e‿de‿SEUR?

10. *The American answers:*

    a) zh‿e‿eũ-n‿ÕKL‿ki‿a-BIT‿a‿pa-RI.
    b) l‿ma-RI‿d‿ma‿SEUR‿e-t‿a-vya-TEUR.
    c) zh‿e‿eũ‿FRER‿e‿deu‿SEUR.
    d) zh‿a-bi-TE‿a-vek‿me‿FRER‿e‿me‿SEUR.

11. *The Frenchman says that it is four hundred miles from Marseilles to Paris:*

    a) i-l‿y‿a‿KAT‿mil‿d‿mar-SEY‿a‿pa-RI.
    b) kõ-byẽ‿y‿a-t‿il‿d‿mar-SEY‿a‿pa-RI?

c) i-l‿y‿a‿kat‿sã‿MIL‿d‿mar-SEY‿a‿pa-RI.
d) A? nou-z‿i-rõ-z‿a‿pa-RI‿a-pre‿a-vwar‿e-TE‿a‿mar-SEY.

II. The following sections are made up of sentences from a conversation between an American, John, and a Frenchman, Robert, only the sentences are not given in the order that they should be spoken. Restore the conversation to a natural order, each person giving only one sentence as a greeting or an answer each time.

1. *Robert greets John and inquires after his health. John says that he is fine:*

a) tre‿BYẼ, mer-SI.
b) bõ-ZHOUR, mə-SYEU.
c) bõ-ZHOUR, mə-SYEU.
d) ko-MÃ-t‿a-le‿VOU?

2. *Robert asks if John isn't an American. John explains that he is, and answers Robert's question about the part of the United States he is from:*

a) sh‿SUI‿t‿sã‿frã-sis-KÔ.
b) WI, sh‿SUI‿a-me-ri-KẼ.
c) vou-z‿e-t‿a-me-ri-KẼ, n‿e‿s‿PA?
d) də‿kel‿par-TI‿de-z‿e-ta-z‿u-NI‿et‿VOU?

3. *Robert asks John about his parents:*

a) NÕ, il-z‿a-BIT‿a‿la‿nou-VE-l‿or-le-Ã.
b) a-ve‿VOU‿vô‿pa-RÃ?
c) NÕ, il‿sõ-t‿a-me-ri-KẼ.
d) e‿s‿k‿il-z‿a-BIT‿a‿sã‿frã-sis-KÔ?
e) WI, zh‿e‿me‿pa-RÃ.
f) e‿s‿kə‿vô‿pa-RÃ‿sõ-t‿es-pa-ÑOL?

4. *Robert and John discuss the languages they speak, don't speak, or would like to speak; Robert makes the first remark:*

a) MWA, NÕ.
b) par-le‿VOU‿ã-GLE?
c) par-le‿VOU‿es-pa-ÑOL?
d) NÕ, me‿zh‿vou-DRE‿par-le‿ã-GLE.
e) WI, eũ‿peu; e VOU?

5. *John asks Robert where he was born, and then the conversation is about Paris:*

a) sh‿sui‿NE‿e‿zh‿e‿e-te‿el-VE‿pre‿t‿pa-RI.
b) nou-z‿i-RÕ‿a‿pa-RI‿a-pre‿la‿GER.
c) Ô, pa-RI? s‿e-t‿un‿bel‿VIL.
d) ou‿et‿vou‿NE?
e) WI, nou-z‿i-RÕ‿a‿pa-RI‿tou‿le‿DEU.

III. Now be ready to give the French sentences called for in the description of John and Robert's conversation, without looking at your book. Next, take the part of John, while one of your classmates takes the part of Robert. If no one else is studying with you, speak the parts out loud, taking first one part and then the other. Act the conversation with vim.

SECTION D — LISTENING IN

1. What Did You Say? (*10 minutes*)

Give your answers in French for Exercises I and II in the preceding section when the Leader calls for them. Do it without reading from the book, if possible. Other members of the group will criticize your choice if they disagree with it. Then give the English equivalents of all the expressions in the exercises.

2. Word Study Check-up (*10 minutes*)

Give the correct French for each English expression in the Word Study, without having to read it from the book. If you cannot do this easily, it means you need to put in more work on the Word Study. The Group Leader will give the English and call on different members of the group for the French.

3. Listening In (*30 minutes*)

With your book closed, repeat the French of the following conversations immediately after the Guide or the record. After each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the Basic Sentences if necessary.

Go through the conversation again with books open, following the same plan as before, imitating carefully and keeping in mind the meaning of everything you say.

1. *Robert and John tell each other where they are from.*

ro-BER — d‿kel‿par-TI‿de-z‿eta-z‿u-NI‿et‿VOU?
ZHÃ — sh‿SUI‿d‿la‿nou-VE-l‿or-le-Ã.
e‿VOU? d‿kel‿par-TI‿d‿la‿FRÃS‿et‿VOU?
ro-BER — sh‿sui‿t‿pa-RI.
sh‿sui‿NE‿e‿zh‿e‿e-te‿el-VE‿pre‿t‿pa-RI.
a-bi-te‿VOU‿a‿la‿nou-VE-l‿or-le-Ã?

ZHÃ — NÕ, zh‿a-BIT‿a‿nou‿YORK.
e‿VOU, a-bi-te‿VOU‿a‿mar-SEY?
ro-BER — NÕ, zh‿a-BIT‿dã-z‿un‿FERM, pre‿d‿mar-SEY.

2. *They speak about languages.*

ro-BER — vou-z‿ET‿d‿la‿nou-VE-l‿or-le-Ã?
e‿s‿kə‿le‿ZHÃ‿parl‿frã-SE‿a‿la‿nou-VE-l‿or-le-Ã?
ZHÃ — WI, i-l‿y‿a‿bô-KOU‿d‿ZHÃ‿ki‿parl‿frã-SE‿a‿la‿nou-VE-l‿or-le-Ã.
me‿tou‿le‿ZHÃ‿n‿parl‿pa‿frã-SE.
ro-BER — VOU, vou‿par-LE‿tre‿BYẼ‿frã-SE.
ZHÃ — mer-SI.
me‿zhə‿n‿PARL‿pa‿si‿BYẼ‿k‿VOU.
ro-BER — Ô, SI.
par-le‿vou‿es-pa-ÑOL?
ZHÃ — sh‿par-l‿es-pa-ÑOL‿ô-SI.
ro-BER — e‿s‿kə‿vô‿pa-RÃ‿sõ-t‿es-pa-ÑOL?
ZHÃ — NÕ, il‿sõ-t‿a-me-ri-KẼ.
me‿il‿parl-t‿es-pa-ÑOL‿e‿frã-SE‿kom‿MWA.
ro-BER — zh‿vou-DRE‿par-LE‿ã-GLE, me‿zhə‿n‿peu‿PA.

3. *Robert and John speak about their relatives.*

ro-BER — a-ve‿vou‿bô-kou‿t‿pa-RÃ‿a‿la‿nou-VE-l‿or-le-Ã?
ZHÃ — WI, zh‿e‿bô-kou‿t‿pa-RÃ‿LA.
zh‿e‿trwa-z‿ÕKL‿e‿deu‿TÃT‿ki‿a-bit‿a‿la‿nou-VE-l‿or-le-Ã.
il-z‿õ‿d‿bõ-z‿ã-PLWA.
ro-BER — a-ve‿VOU‿de‿FRER‿e‿de‿SEUR?
ZHÃ — zh‿e‿eũ‿FRER‿e‿un‿SEUR.
ro-BER — e‿s‿k‿il‿sõ‿ma-RYE?
ZHÃ — WI, e‿il-z‿õ‿de-z‿ã-FÃ.
ro-BER — kõ-byẽ‿d‿ã-FÃ‿õ-t‿IL?
ZHÃ — ma‿SEUR‿a‿eũ‿FIS‿e‿mõ‿FRER‿a‿deu‿FIY.
ro-BER — a-LOR‿vou-z‿et‿l‿Õ-klə‿ZHÃ?
ZHÃ — WI, sh‿sui‿l‿Õ-klə‿ZHÃ.
ro-BER — kə‿FE‿l‿ma-RI‿d‿vot‿SEUR?
ZHÃ — l‿ma-RI‿d‿ma‿SEUR‿e-t‿a-vya-TEUR.
i-l‿e-t‿ã-n‿ã-glə-TER.
ro-BER — kel‿SORT‿t‿tra-VAY‿fe‿la‿FAM‿də‿vot‿FRER?
ZHÃ — ià‿FAM‿d‿mõ‿FRER‿tra-VAY‿pour‿la‿krwa‿ROUZH.

4. *Robert and John speak about Paris.*

ZHÃ — zh‿e‿un‿TÃT‿ki‿a-bi-t‿a‿pa-RI.
pa-RI‿e-t‿un‿bel‿VIL.
ro-BER — mer-SI.
ZHÃ — zh‿vou-DRE‿a-le‿a‿pa-RI, she‿ma‿TÃT.
me‿zhə‿n‿peu‿PA.
s‿e‿la‿GER.
kõ-BYẼ‿y‿a-t‿IL‿d‿mar-SEY‿a‿pa-RI?
ro-BER — i-l‿y‿A‿si‿sã‿sẽ-KÃT‿ki-lo-METR, ou‿kat‿sã‿MIL, d‿mar-SEY‿a‿pa-RI.
ZHÃ — pa-RI‿e‿la‿VIL‿pour‿vou-z‿e‿MWA.
ro-BER — nou-z‿i-RÕ‿a‿pa-RI‿tou‿le‿DEU, a-pre‿la‿GER.

SECTION E — CONVERSATION

1. Covering the French in Basic Sentences (*15 minutes*)

Individual Study: Cover the French of the Basic Sentences and practice saying the French equivalents of the English expressions.

2. Vocabulary Check-up (*15 minutes*)

As in previous units, the Group Leader will call on various members of the group to give the French expressions which correspond to the English in the Basic Sentences.

3. Conversation (*20 minutes*)

The Leader will assign parts in the *Listening In* conversation. Act them out in front of the group; keep this up until you can do it easily and smoothly. Then change the situations somewhat. You now have material which you can work into your conversations. Invent the same kind of conversation which you did for the previous units. One person meets another, and conversation takes place on models such as these:

1. Two persons meet and ask each other who they are, where they come from, what their profession is, etc.
2. They discuss their relatives, where they live, how many children they have, what they do for a living, etc.
3. They speak of their relatives and friends in foreign countries and tell of the languages that they know, etc. They regret that they cannot see them until after the war, if they are still alive. They say good-bye.

SECTION F — CONVERSATION (*Cont.*)

Continue the conversations started in Section E. If necessary for better conversations, review Parts 1 and 2 of Section E.

FINDER LIST

A?	is that so?
a-BIT	live (*I*, *they*); lives (*he*, *she*, *it*)
a-bi-TE	lived; used to live
ã-GLE *m.*	English
ã-glə-TER *f.*	England
a-LOR	then
a-PRE	after
a-VÃ; a-VÃ‿d	before
a-VÕ	have (*we*)
a-vya-TEUR *m.*	flyer
BEL	beautiful
el-VE	brought up
es-pa-ÑOL	Spanish
e-TA *m.*	state
le-z‿e-ta-z‿u-NI	the United States
et‿se-te-RA	et cetera
e-TE	was; been
ET(R)	to be
FRÃS: la‿—	France
GRÃ *m.* GRÃD *f.*	large, big
i-RÕ	shall go (*we*)
ki-lo-MET(R)	kilometer (⅝ *of a mile*)
KRWA *f.*	cross
la‿nou-VE-l‿or-le-Ã	New Orleans
ma-RI	husband
ME	but
MIL	mile
NE	born
et‿vou‿NE?	were you born?
ÕKL	uncle
pa-RÃ *m.*	parents *or* relatives
pa-RI	Paris
PARL	speak (*I*, *they*)
par-LE	speak (*you*); to speak
par-TI *f.*	part
PEU *adv.*	little
ẽũ‿PEU	a little
plus‿k(ə)	more than
POUR	for
pour-KWA	why
pre‿d *or* pre‿t	near
PUĬ	afterward, next
ROUZH	red
SÃ	(a) hundred
sẽ-KÃT	fifty
ser-ZHÃ	sergeant
SHE	to (at, in, into) the house of
TÃT	aunt
tou-ZHOUR	always
u-NI	united
vô	your *pl.*
vou-DRYE (vou)	would like (you)
VWAR	to see
y‿a-t‿IL?	is there? *or* are there?

UNIT 5

LET'S TALK ABOUT THE WEATHER

SECTION A — BASIC SENTENCES

Once through the Basic Sentences in unison, then the Hints on Pronunciation, and then twice more through the Basic Sentences individually.

1. Basic Sentences (*30 minutes*)

Robert Marchand has just waked up John Cook and Henry Smith, who have spent the night at his farm.

	ENGLISH EQUIVALENTS	AIDS TO LISTENING
John.	what weather	kel‿TÃ
	does it make	fe-t‿IL
	What's the weather like?	kel‿TÃ‿fe-t‿IL?
Robert.	it makes beautiful	il‿fe‿BÔ
	my friends	me-z‿a-MI
	The weather is fine, my friends.	il‿fe‿BÔ, me-z‿a-MI.
	The weather is fine in the country, in town, and on the sea.	il‿fe‿BÔ‿a‿la‿kã-PAÑ, a‿la‿VIL‿e‿sur‿la‿MER.
	some sun	du‿so-LEY
	The sun is shining.	il‿fe‿du‿so-LEY.
Henry.	Is the weather always fine in France?	e‿s‿k‿il‿FE‿tou-zhour‿BÔ‿ã‿FRÃS?
Robert.	bad	mo-VE
	The weather is bad also, Sergeant.	il‿fe‿mo-VE‿ô-SI, ser-ZHÃ.

	ENGLISH EQUIVALENTS	AIDS TO LISTENING
John.	in California	ã‿ka-li-for-NI
	three hundred	trwa‿SÃ
	sixty-five	swa-sãt‿SẼK
	days of sun	zhour‿t‿so-LEY
	per year	par‿Ã
	In California there are three hundred and sixty-five days of sunshine a year.	ã‿ka-li-for-NI‿i-l‿y‿A‿trwa‿SÃ‿swa-sãt‿SẼ‿ZHOUR‿t‿so-LEY‿par‿Ã.
Henry.	figure	SHIFR
	reasonable	re-zo-NABL
	And that's a very conservative estimate.	e‿s‿e-t‿eũ‿SHIFR‿tre‿re-zo-NABL.
	Ha, ha!	a, a, A!
	that bad	set‿mo-VEZ
	joke	ple-zã-TRI
	I know that bad joke.	sh‿ko-NE‿set‿mo-vez‿ple-zã-TRI.
John.	No, it's a good joke.	NÕ, s‿e-t‿un‿bon‿ple-zã-TRI.
Henry.	Your jokes are always bad.	vô‿ple-zã-TRI‿sõ‿tou-zhour‿mo-VEZ.
John.	it makes cold	il‿fe‿FRWA
	here	i-SI
	the winter	l‿i-VER
	Is it cold here in the winter?	e‿s‿k‿il‿fe‿FRWA‿i-SI, l‿i-VER?
Robert.	It's not too cold.	i‿n‿fe‿pa‿trô‿FRWA.
	a bad winter	eũ‿mo-ve-z‿i-VER
	We don't have a bad winter.	nou‿n‿a-võ‿PA‿eũ‿mo-ve-z‿i-VER.
Henry.	a bad year	un‿mo-vez‿a-NE
	It's not a bad year.	s‿n‿e‿PA‿un‿mo-vez‿a-NE.

	ENGLISH EQUIVALENTS	AIDS TO LISTENING
Robert.	It gets below freezing.	il‿ZHEL.
	there is	i-l‿y‿A
	some ice	d‿la‿GLAS
	It's icy.	i-l‿y‿a‿d‿la‿GLAS.
	it falls	il‿TÕB
	some snow	d‿la‿NEZH
	We have snow, too.	il‿TÕB‿d‿la‿NEZH‿ô-SI.
John.	And the snow is not dry here.	e‿la‿nezh‿n‿e‿pa‿SESH‿i-SI.
Robert.	But after all, our winters are beautiful.	ME, a-pre‿TOU, nô-z‿i-ver‿sõ‿BÔ.
	it makes humid	il‿fe-t‿u-MID
	but not too much	me‿pa‿TRÔ
	It's damp, but not too damp.	il‿fe-t‿u-MID, me‿pa‿TRÔ.

John.	It's windy.	il‿fe‿du‿VÃ.
	It's very windy here.	il‿fe‿bô-kou‿d‿VÃ‿i-SI.
Robert.	Yes, we have a hot wind.	WI, nou-z‿a-võ-z‿ẽũ‿vã‿SHÔ.
	It doesn't rain very much.	i‿n‿pleu‿pa‿bô-KOU.
Henry.	is it hot	fe-t‿il‿SHÔ
	the summer	l‿e-TE
	Is it hot here, in the summer?	fe-t‿il‿SHÔ‿i-SI, l‿e-TE?
Robert.	Not too hot.	PA‿TRÔ.
John.	the climate	lə‿kli-MA
	The climate of France is good, isn't it?	lə‿kli-MA‿d‿la‿FRÃS‿e‿BÕ, n‿e‿s‿PA?

	ENGLISH EQUIVALENTS	AIDS TO LISTENING
Robert.	neither so hot	ni‿si‿SHÔ
	nor so cold	ni‿si‿FRWA
	as in America	k‿ã-n‿a-me-RIK
	In France it's neither so hot nor as cold as in America.	ã‿FRÃS‿i‿n‿fe‿ni‿si‿SHÔ‿ni‿si‿FRWA‿k‿ã-n‿a-me-RIK.
	People are neither too warm nor too cold.	le‿ZHÃ‿n‿õ‿ni‿trô‿SHÔ‿ni‿trô‿FRWA.
Henry.	dry	SEK
	The weather is hot and dry here.	l‿TÃ‿e‿SHÔ‿e‿SEK‿i-SI.
Robert.	other parts	d‿ôt‿par-TI
	are less hot	sõ‿mwẽ‿SHÔD
	and less dry	e‿mwẽ‿SESH
	than this one	kə‿sel-SI
	Other parts of France are not so hot and dry as this.	d‿ôt‿par-TI‿d‿la‿FRÃS‿sõ‿mwẽ‿SHÔD‿e‿mwẽ‿SESH‿kə‿sel-SI.
	their climate	leur‿kli-MA
	is not so good	n‿e‿pa‿si‿BÕ
	as ours	kə‿l‿NÔTR
	Their climate is not so good as ours.	leur‿kli-MA‿n‿e‿pa‿si‿BÕ‿kə‿l‿NÔTR.
	Our climate is good, like California's.	not‿kli-MA‿e‿BÕ, ko-m‿ã‿ka-li-for-NI.
John.	it is fine	il‿fe‿BÔ
	on the way	ã‿ROUT
	The weather is fine; let's get going!	il‿fe‿BÔ; ã‿ROUT!
Henry.	Summer is coming.	l‿e-te‿VYẼ.
John.	The road is fine, my friend.	la‿ROU-t‿e‿BEL, mõ‿ka-ma-RAD.
	We are going to Marseilles.	nou-z‿a-LÕ-z‿a‿mar-SEY.

	ENGLISH EQUIVALENTS	AIDS TO LISTENING
Henry.	a lamb	eũ‿mou-TÕ
	a lion	eũ‿LYÕ
	I, like a lamb, and John like a lion.	MWA, ko-m‿eũ‿mou-TÕ, e‿ZHÃ‿ko-m‿eũ‿LYÕ.

2. Hints on Pronunciation (*20 minutes*)

1. *The French* **sh.** In French there is a sound which we represent in the Aids to Listening by **sh.** This sound is very much like the *sh* we have in English *show*, *fashion*, and so forth. Practice it in these expressions:

PRACTICE 1

a‿GÔSH	to the left.	la‿NEZH‿n‿e‿pa‿SESH.	The snow is not dry.
sh‿kõ-PRÃ.	I understand.	sh‿SUI‿she‿MWA.	I am at my home.
il‿fe‿SHÔ.	It is hot.	ã-SHÃ-te, mə-SYEU.	Glad to meet you, sir.

2. *The French* **zh.** Just as *z* corresponds to *s*, but is a little "softer," so the French **zh** is like *sh*, but pronounced "softer." It is like the "soft" *s* sound we have in the middle of *measure* or *pleasure*. Practice it in these sentences:

PRACTICE 2

il‿ZHEL.	It freezes.	i-l‿e‿ZHEUN.	He is young.
vou-le‿vou‿mã-ZHE?	Do you want to eat?	sa‿FAM‿tra-vay‿pour‿la krwa‿ROUZH.	His wife works for the Red Cross.
ki‿sõ‿se‿zhã‿la-BA?	Who are those people over there?		
zh‿e‿eũ‿FRER.	I have a brother.	el‿s‿a-pel‿zhak-LIN.	Her name is Jacqueline.

3. *The French* **ñ.** This letter, in our Aids to Listening, represents a sound which is somewhat like the *ny* in English *canyon*. It is not two separate sounds, however, like English *n* plus *y*, but *one single sound*, which you pronounce by starting out to say *n* and ending up with a *y*. This is so much of a single sound that it can even come at the end of a word with nothing else following it. If you have any trouble with this sound, listen carefully to your Guide's or records' pronunciation of it, and keep trying to imitate it until you get it. Practice the French **ñ** in these sentences:

PRACTICE 3

sh‿par-l‿es-pa-ÑOL.	I speak Spanish.
il‿tra-va-y‿a‿la‿kã-PAÑ.	He works in the country.

4. *Other Consonants* are for the most part pronounced in French about as in English, but to make the consonants *d*, *n*, and *t* sound really French, you should put the very tip of your tongue up against the inside of your upper front teeth, instead of up against your gum ridge as we usually do in English.

Here are a couple of suggestions about pronouncing French consonants in general. Be sure to keep your syllables quite separate, not running them together as we do in English; and don't start to pronounce a consonant before you've finished the sound that goes before it. Don't say *mov-E* or *mov-VE*, say *mo-VE*. (In English, you can often get away with talking with a pipe in your mouth; but that kind of sloppy pronunciation won't be understood by a Frenchman.) Also, be careful not to make extra puffs of breath after *p*, *t*, and *k*, as we usually do in English without realizing it.

SECTION B — WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study *(20 minutes)*

In doing the Word Study, follow the same procedure as in earlier units.

COMMENT 1

Individual Study: Adjectives in French. You remember that in Unit 2 we pointed out the basic division between "masculine" and "feminine" in French nouns. Now when a noun has a word describing it (that is, an *adjective*) attached to it, the form of the adjective often is different, according to whether it is attached to a masculine or a feminine noun. Study carefully the expressions in these two columns:

un‿mo-vez‿ple-zã-TRI	a bad joke	ẽu‿mo-ve‿gar-SÕ	a bad boy
un‿mo-ve-z‿a-NE	a bad year	ẽu‿mo-ve-z‿i-VER	a bad winter
un‿bon‿ple-zã-TRI	a good joke	ẽu‿bõ‿gar-SÕ	a good boy
un‿bo-n‿a-NE	a good year	ẽu‿bõ-n‿i-VER	a good winter

As you can see, all the nouns in the left-hand column are feminine; all those in the right-hand column are masculine. Each adjective has two different forms. "Bad" always has the sound *mo-VEZ* before a feminine noun, and therefore this is called the "feminine" form of the adjective. But "bad" always has the sound *mo-VE* before a masculine noun beginning with a consonant, and this is therefore called the "masculine" form of the adjective. (Before a masculine noun beginning with a vowel, the "feminine" form is usually used: *ẽu‿mo-ve-z‿i-VER* "a bad winter"). In the same way, "good" has the sound *BON* in the feminine, *BÕ* in the masculine.

The adjectives *mo-VEZ* "bad," *BON* "good," and some others of very common use, usually come before the noun. Most French adjectives, however, come after the noun they belong with. This is a major difference from English, but one which you will not find it hard to get used to. Study these expressions carefully:

d‿la‿nezh‿FRWAD	some cold snow	du‿tã‿FRWA	some cold weather
d‿l‿ô‿SHÔD	some hot water	ẽu‿vã‿SHÔ	a hot wind
la‿NEZH‿n‿e‿pa‿SESH	the snow is not dry	lə‿TÃ‿e‿SEK	the weather is dry

Again, all the nouns and adjectives in the left-hand column are feminine, and all those in the right-hand column are masculine. When an adjective has the proper form to go with a noun, we say that the adjective *agrees* with the noun.

Feminine	*Masculine*	
FRWAD	FRWA	cold
SHÔD	SHÔ	hot
mo-VEZ	mo-VE	bad
GRÃD	GRÃ	big
PTIT	PTI	little
eu-REUZ	eu-REU	happy, glad
BON	BÕ	good

Notice that in all the adjectives in the above list the feminine form ends in a consonant and the masculine form has no consonant at the end. If the feminine of the adjective ends in *n*, the masculine usually has no consonant at the end, and its last vowel is then pronounced through the nose: *BÕ* "good" (*m.*)

Feminine	*Masculine*	
SESH	SEK	dry
BEL	BÔ	beautiful

For some other adjectives, however, you just can't set up simple rules for the feminine and masculine, and you have to learn them as they are, as in the adjectives *SESH* "dry" and *BEL* "beautiful."

un‿zheun‿MER	a young mother	ẽũ‿zheun‿PER	a young father
un‿fam‿re-zo-NABL	a reasonable woman	ẽũ‿shi-frə‿re-zo-NABL	a reasonable figure

Some adjectives, as you can see from the examples above, don't have any special form for the masculine as distinct from the feminine.

deu‿mo-vez‿ple-zã-TRI	two bad jokes	deu‿mo-ve‿gar-SÕ	two bad boys
deu‿mo-ve-z‿a-NE	two bad years	deu‿mo-ve-z‿i-VER	two bad winters
deu‿bon‿ple-zã-TRI	two good jokes	deu‿bõ‿gar-SÕ	two good boys
deu‿bon-z‿a-NE	two good years	deu‿bõ-z‿i-VER	two good winters

Here we have the same expressions as in the beginning of this discussion, but two of each thing are being talked about instead of one. Notice that, in the plural, the nouns and adjectives stay the same, except that where the adjective comes before a noun which begins with a vowel sound, the regular feminine or masculine form is used as required, and a *z* sound occurs between the adjective and the noun: *deu‿bon-z‿a-NE* "two good years"; *deu‿bõ-z‿i-VER* "two good winters." The same holds true for the noun if it comes first and the adjective second and if the adjective begins with a vowel sound: *de-z‿a-lu-MET-z‿u-MID* "some wet matches."

COMMENT 2

How to Say "my," "your," *etc., in French.* Do you remember these sentences from Unit 2?

a-ve‿VOU‿vot‿PER‿e‿vot‿MER?	Have you your father and your mother?
WI, zh‿e‿mõ‿PER‿e‿ma‿MER.	Yes, I have my father and my mother.

Now consider these expressions carefully:

not_MER	our mother	not_FER	our father
sa_SEUR	his sister	sõ_PER	his father
sa_SEUR	her sister	sõ_PER	her father
leur_FIY	their daughter	leur_PER	their father

These sentences and expressions give you the words for "my," "your," "our," and so on, in their feminine and masculine forms, for use before a word beginning with a consonant. In the same way you can say *leur_kli-MA* "their climate," *not_FRER* "our brother," *sa_kou-ZIN* "his cousin" (*f.*), and so forth.

Notice, by the way, that *sõ* and *sa* both mean "his" and "her" alike. What determines whether you use *sõ* or *sa* is the kind of noun you use them with: *sõ* always goes with a masculine noun, *sa* with a feminine noun.

no-tr_a-MI	our friend (*m.* or *f.*)
vo-tr_a-MI	your friend (*m.* or *f.*)
mõ-n_ã-FÃ	my child (*m.* or *f.*)
sõ-n_ã-FÃ	his (or her) child (*m.* or *f.*)

The adjectives for "our," "your," "my," and "his" (or "her") have separate forms to be used before a noun beginning with a vowel sound: in this case, "our" is *notr*, "your" is *votr*, "my" is *mõn* (for both feminine and masculine) and "his" (or "her") is *sõn* (for both feminine and masculine). But *leur*, meaning "their," is used before nouns beginning with consonants and vowels alike.

me_FIY	my daughters	me_FIS	my sons
se_FIY	his (or her) daughters	se_FIS	his (or her) sons
nô_FIY	our daughters	nô_FIS	our sons
vô_FIY	your daughters	vô_FIS	your sons
leur_FIY	their daughters	leur_FIS	their sons

When the noun is plural, the adjectives for "my," "his" (or "her"), "our," and "your" have to agree with it in French, and have special forms for use with it: *me* "my," *se* "his" (or "her"), *nô* "our," *vô* "your." Thus we would say *me_FRER* "my brothers," *nô_res-to-RÃ* "our restaurants," and so on.

me-z‿ã-FÃ	my children	vô-z‿ã-FÃ	your children
se-z‿ã-FÃ	his (or her) children	leur-z‿ã-FÃ	their children
nô-z‿ã-FÃ	our children		

When the noun is plural and begins with a vowel sound, the *z* sound occurs before the vowel which begins the plural noun, just as for ordinary adjectives.

kel‿sort‿d‿tra-VAY‿fet‿VOU?	What kind of work do you do?
sur‿kel‿ba-tô‿tra-va-ye‿VOU?	On what boat do you work?

The adjective *kel*, meaning "what?" "which?" behaves just like *leur;* that is, its sound doesn't change for the plural or for the masculine. But of course, *z* is added between *kel* and a following plural noun that begins with a consonant; thus we would have also *kel-z‿ã-FÃ?* "which children?" and so on.

2. Covering English and French of Word Study (*10 minutes*)

Check yourself on your knowledge of the Word Study by covering first the English and then the French, making sure you know everything thoroughly.

3. Review of Basic Sentences (*20 minutes*)

With the Guide or records, review the first half of Basic Sentences as in previous units.

SECTION C — REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (Cont.) (*25 minutes*)

Review the second half of Basic Sentences.

2. Covering the English of Basic Sentences (*15 minutes*)

Go through the Basic Sentences in Sections A and B, covering up the English, and read the French aloud. Check up on anything you do not know, until you are sure of everything.

3. What Would You Say? *(10 minutes)*

I. Read aloud the following and pick out the expression you think most suitable:

1. *You wake up in the morning and ask your roommate what the weather is like:*

   a) ke-l‿EUR‿e-t‿IL?
   b) ou‿e‿vot‿TÃT?
   c) kel‿TÃ‿fe-t‿IL?
   d) a-ve‿vou‿l‿TÃ?

2. *He answers that the weather is fine:*

   a) kel‿tra-VAY‿fe-t‿IL?
   b) il‿fe‿BÔ.
   c) il‿nə‿fe‿pa‿BÔ.
   d) zh‿e‿l‿TÃ.

3. *You say that the section of the country in which you are is too hot and dry:*

   a) il‿fe‿FRWA‿e‿u-MID‿i-SI.
   b) il‿nə‿fe‿ni‿trô‿SEK‿ni‿trô‿SHÔ.
   c) il‿fe‿trô‿SHÔ‿e‿trô‿SEK‿i-SI.
   d) i-l‿y‿a‿eũ‿vã‿SHÔ‿i-SI.

4. *He says that we are not having a bad winter:*

   a) e‿s‿k‿il‿fe‿FRWA‿l‿i-VER?
   b) s‿n‿e‿PA‿un‿mo-ve-z‿a-NE.
   c) nou‿n‿a-võ‿PA‿eũ‿mo-ve-z‿i-VER.
   d) fe-t‿il‿FRWA‿i-SI‿l‿e-TE?

II. Here are two columns; in the left-hand one is a list of nouns preceded by articles; the right-hand column is made up of descriptive adjectives. Read all the French words and phrases aloud. Then say aloud each expression in the left-hand column and complete it with a word in the right-hand column. Make as many combinations as you can, but see that they do not conflict either with gender and number, or with common sense.

un‿FAM
eũ‿ZHOUR
du‿LE
d‿la‿BYER
d‿l‿Ô
eũ‿SHIFR
de‿par-TI
l‿ka-FE
eũ‿kli-MA
un‿ple-zã-TRI
l‿SWAR
un‿ROUT
eũ‿TÃ
du‿VÃ
de‿gar-SÕ
d‿la‿NEZH

mo-VE
SHÔD
FRWAD
GRÃD
SESH
mo-VEZ
BÔ
re-zo-NABL
BÕ
SHÔ
u-MID
SEK
PTI
BON
BEL
GRÃ

III. Do the same in the following exercise as in the one above. The left-hand column is made up of articles followed by descriptive adjectives, the right-hand one is composed of nouns.

eũ‿bõ
un‿bon
la‿grãd
ẽ‿grã
deu‿bon
l‿bel
un‿mo-vez
trwa‿bõ
un‿bon
eũ‿bô

ple-zã-TRI
TÃ
ZHOUR
ã-FÃ
FAM
gar-SÕ
FIY
SWAR
OM
ROUT

IV. In the following columns read aloud the French expressions, then match the English with the French, making sure that you can say promptly the French equivalents of the English sentences.

1. It's windy.
2. It doesn't rain very much.
3. What's the weather like?
4. The sun is shining.
5. There are 365 days of sunshine a year.
6. Your jokes are bad.
7. It's not too cold.
8. Let's get going!
9. Our climate is good.

kel‿TÃ‿fe-t‿IL?
il‿fe‿du‿so-LEY.
i-l‿y‿A‿trwa‿SÃ‿swa-sãt‿SẼ‿zhour‿t‿so-LEY‿pa-r‿Ã.
vô‿ple-zã-TRI‿sõ‿mô-VEZ.
not‿kli-MA‿e‿BÕ.
il‿fe‿du‿VÃ.
ã‿ROUT!
il‿nə‿PLEU‿pa‿bô-KOU.
il‿nə‿fe‿pa‿trô‿FRWA.

SECTION D — LISTENING IN

1. What Did You Say? (*10 minutes*)

Give your answers in French for each of the exercises in the preceding section when the Leader calls for them. Then, as the Leader calls for them, give the English equivalents of all the expressions in the exercise.

2. Word Study Check-up (*10 minutes*)

As you have done in the previous units, go back to the Word Study and give the correct French for each English expression without having to read it from the book. The Leader or one of the members of the group should read the English.

3. Listening In (*30 minutes*)

With your book closed, listen to the following conversations as given by the Guide or phonograph record. Repeat the

French immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the Basic Sentences if no one knows. Then take parts and carry on the conversation.

1. *A teacher (la‿me-TRES) is speaking to her class about the weather.*

la‿me-TRES — kel‿TÃ‿fe-t‿IL?
ZHÃ — i‿n‿fe‿pa‿BÔ.
ã-RI — il‿fe‿mo-VE.
PYER — il‿PLEU‿e‿il‿fe‿du‿VÃ.
la‿me-TRES — WI, il‿pleu‿TRÔ‿e‿il‿fe‿trô‿d‿VÃ.
ZHAN — me‿il‿fe‿bô‿l‿e-TE.
il‿fe‿bô‿i-SI.
la‿me-TRES — nou-z‿a-VÕ‿ẽũ‿mo-VEZ‿i-VER.
lou-IZ — s‿e-t‿un‿mo-VEZ‿a-NE.
ZHAK — pour‿mwa‿s‿e-t‿un‿bel‿a-NE.
la‿me-TRES — dit‿MWA.
k‿e‿s‿ki‿VYẼ‿kom‿ẽũ‿LYÕ‿e‿par‿ko-m‿ẽũ‿mou-TÕ?
ma-RI — s‿e‿mõ‿PER, she‿NOU.
le-z‿ã-FÃ — a, a, A!
la‿me-TRES — e‿s‿un‿bon‿ple-zã-TRI, me-z‿ã-FÃ?
le-z‿ã-FÃ — nõ, mad-mwa-ZEL; s‿e-t‿un‿tre‿mo-VEZ‿ple-zã-TRI.
ma-RI — pour‿MWA‿e-l‿e‿tre‿BON.

2. *A few members of the American Armed Forces are riding along a French road in a jeep, and are trying out their French.*

ZHAK — ã‿FRÃS‿il‿fe‿mwẽ‿SHÔ‿e‿mwẽ‿FRWA‿k‿ã-n‿a-me-RIK.
lou-I — d‿ôt‿par-ti‿d‿la‿FRÃS‿sõ mwẽ‿SHÔD‿kə‿sel-SI.
ro-BER — WI, il‿fe‿FRWA‿ô-SI‿ã‿FRÃS.
ã-RI — kõ-byẽ‿y‿a-t‿il‿d‿ZHOUR‿t‿so-LEY‿par‿Ã, i-si‿ã‿FRÃS?
PYER — trwa‿sã‿swa-sãt‿SÊK, kom‿ã‿ka-li-for-NI.
ZHAK — vot‿SHIFR‿n‿e‿pa‿re-zo-NABL, PYER.
ZHÃ — e‿nô‿ple-zã-TRI‿n‿sõ‿pa‿tre‿BON.
lou-I — ko-mã‿e‿la‿ROUT‿la-BA?
PYER — i-l‿y‿a‿d‿la‿NEZH‿e‿d‿la‿GLAS‿sur‿la‿ROUT‿la-BA.
ro-BER — l‿ôt‿ROUT‿par‿la‿FERM‿e‿tou-zhour‿mwẽ-z‿u-MID.

3. *James and Peter wake up in the morning.*

ZHAK	— kel‿mo-ve‿TÃ!
PYER	— KWA! vou-z‿a-ple‿SA‿du‿mo-ve‿TÃ?
ZHAK	— e‿s‿k‿i‿n‿nezh‿PA?
PYER	— WI, il‿tõb‿d‿la‿NEZH, me‿pour‿MWA‿s‿e‿du‿bô‿TÃ.
ZHAK	— l‿bô‿TÃ, pour‿mwa, s‿e-t‿eũ‿tã‿ki‿n‿e‿ni‿FRWA‿ni‿u-MID.
PYER	— vou-z‿a-bi-TE‿dã-z‿un‿par-ti‿d‿l‿a-me-RIK‿ki‿n‿e‿pa‿frwad, a-LOR?
ZHAK	— zh‿a-BIT‿dã‿l‿nyou‿ẽp-sheu. il‿ZHEL‿bô-kou‿la-BA. not‿kli-MA‿e‿tre‿FRWA.
PYER	— vou-dry-e‿vou‿a-bi-te‿tou-ZHOUR‿a-vek‿le‿zhã‿d‿i-SI, pour‿a-vwar‿leur‿kli-MA?
ZHAK	— NÕ, me‿vô‿NEZH‿e‿vô‿GLAS, sa‿n‿mə‿ple‿pa‿bô-KOU.

SECTION E — CONVERSATION

1. Covering the French in Basic Sentences (*15 minutes*)

Individual Study: Cover the French of the Basic Sentences and practice saying the French equivalents of the English expressions.

2. Vocabulary Check-up (*15 minutes*)

Give the French expressions for the English equivalents in the Basic Sentences as the Leader calls for them.

3. Conversation (*20 minutes*)

As you have done in the Conversation in the previous units, begin to converse by following the model of Listening In fairly closely; then change the situations somewhat. By now you have a fair amount of material that you can bring into your conversations. Invent new combinations of subject matter, on models such as these:

1. Two persons meet, greet each other, and discuss the weather. Each prefers the weather of his own home to the climate where they are now. They say good-bye and separate.
2. A young man cames to call on a family and is introduced to the members. He finds the children naughty

and their jokes bad, but their relatives are kind to him and the food is good. Since the weather is good for travel and the road in excellent condition, he departs for the next town.

3. Three men meet on the way to Marseilles. One introduces his friend to the other and they tell of their occupations. One works out of doors and finds that the climate bothers him. The others tell of their troubles traveling in bad weather. They see the city near, and take leave of each other.

Section F — Conversation (*Cont.*)

Continue the conversations started in Section E, with a review of Parts 1 and 2 of that section if necessary.

FINDER LIST

A!	ah!
Ã *m.* (*used in connection with figures*)	year
sẽ-k‿Ã	five years
par‿Ã	per year
a-me-R̆IK *f.*	America
a-NE *f.*	year (*whole year*)
BON *f.*	good
DIT *v.*	tell
e-TE *m.*	summer
FRWA *m.*	cold
a-vwar‿FRWA	to be cold
FRWĂD *f.*	cold
GLAS *f.*	ice
i-SI	here
i-VER *m.*	winter
ka-li-for-NI *f.*	California
kli-MA *m.*	climate
leur	their
LYÕ *m.*	lion
me *pl.*	my
me-z‿a-MI	my friends
me-TRĔS *f.*	teacher
mou-TÕ *m.*	lamb
mo-VE *m.*	bad
mo-VEZ *f.*	
MWẼ	less
mwẽ . . . k(ə)	less . . . than, not so . . . as
NEZH *f.*	snow
nô *pl.*	our
not(r) *sing.*	
par	by, per; goes
PLE	please
PLEU (il)	rains (it)
ple-zã-TRI *f.*	joke
re-zo-NABL	reasonable
ROUT *f.*	road

SEK *m.*	dry
sel-SI *f.*	this one
SESH *f.*	dry
she‿NOU	at (to) our house, at home
SHIFR *m.*	figure, number, estimate, cipher
SHÔ *m.*	warm, hot
a-vwar‿SHÔ	to be warm
SHÔD *f.*	warm, hot
so-LEY *m.*	sun
swa-SĂT	sixty
TĂ *m.*	weather; time
TŎB *v.*	falls, fall (*they*)
TRÔ	too much
u-MID	damp, humid
VĂ *m.*	wind
VYÊ	comes, is coming
ZHEL *v.*	freezes, freeze

REVIEW

SECTION A — WHAT DO YOU KNOW IN FRENCH?

To the Group Leader: This unit is intended to furnish the group with a thorough review of all the work done to date: understanding of vocabulary, use of vocabulary, and grammar. Pronunciation should be the object of attention whenever the students are talking. Either the Guide or, if there is no Guide, the Leader and other students should correct faulty pronunciation.

Section A is a true-and-false quiz which is to be read to the group by the Guide or the phonograph records. Each student is to write the numbers from 1 to 75 on a sheet of paper. After hearing each statement in French, the students are to mark T opposite the number of that statement if they consider it a true statement, and F if they consider it false. If the students understand the French, they will have no difficulty in deciding whether or not the statements are true or false.

Use the first item in the quiz as a practice item. When you are ready to start, announce "Statement 1," and give the signal to the Guide to begin, or put on the phonograph record. The Guide or record will then read the French statement: "i-l‿y‿a‿bô-KOU‿t‿sol-DA‿a-me-ri-KÊ," and will repeat the statement once more. Explain to the group that, since the meaning of this statement is: "There are many American soldiers," they should write a T after the figure 1 on their papers. Then announce "Statement 2" and continue with the Guide or phonograph record. Each statement in French is to be presented twice. When working with a Guide, continue to call the number of each statement throughout the quiz so that the students will have no trouble keeping the proper place. Take the quiz with the rest of the group.

In the Guide's manual you will find a list giving the correct answers (T or F) for the French items. After the quiz is over, read to the group the correct answers, T or F, for each item. The students are to check their papers. Find the average number of correct answers per student for your group and include your own answers. Any student who gets less than the average number of answers or less than 80% (whichever is higher) correct, needs more thorough study and review of the preceding units.

Use the rest of the period to repeat the French expressions for which students had the wrong answer and read the English equivalents of these statements if they wish to have them. Be sure that the students understand the meaning of all the items which they got wrong; those are the items on which their vocabulary is weak and needs further study.

THIS UNIT provides several tests which will help you to make sure that you have thoroughly covered the work of the first five Learning Units of the course. They will show you what you may need to restudy or review.

Section A is a true-false quiz. After you have marked the numbers 1 to 75 on a sheet of paper, your Leader will have the Guide read, or will play the phonograph records containing a number of statements in French. As you hear each sentence, decide whether the statement it makes is true or false. Decide whether the statement is *usually* true or *usually* false. Do not go into particular cases. If you think the statement is true, mark T opposite the number corresponding to the number of the sentence that has just been spoken. If you think it is false, mark F opposite the number. The first item will be a practice item and will show you just how you are to proceed with the rest of the sentences.

After you have done this work, the Leader will go through your answers with you as a group, and will tell you which statements are true and which are false. Score your paper, counting one for each correct answer. The Leader will figure out the average score for your group. If your score falls below the average of the group as a whole, you need more study and review of the previous units.

Use the rest of the period to go over the sentences again with your Guide or records. For each item on which you are wrong, be sure that you understand why you are wrong, and what the true meaning of the item is.

If you come out well on this quiz, that indicates that you have a pretty good understanding of practically all the work you have covered to date.

SECTION B — PUTTING IT INTO FRENCH

Individual Study: Go through the following English sentences and prepare to say the equivalents for the English at your next group meeting. *Do not write anything down,* but say the French equivalents out loud and keep practicing them aloud until you have the French down so cold that when the English is fired at you point-blank you can fire the French right back without any hesitation.

I

1. Good morning, sir.
2. How are you?
3. Very well, thank you.
4. May I present (to you) my friend John Cook?
5. Delighted, sir.
6. Where is the railroad station, please?
7. The railroad station is straight ahead.
8. I don't understand.
9. Speak slowly, please.
10. I would like to eat.

II

11. Excuse me, Madam; where is the restaurant?
12. The restaurant is on the right.
13. Thank you very much.
14. You're welcome.
15. I want to eat bread, meat, and potatoes.
16. I would like to drink beer and coffee, not milk.
17. I would like cigarettes and matches.
18. How much for everything?
19. You say *le‿twa-LET* for "toilet" in French.
20. What time is it?

III

21. It's eight o'clock.
22. The waitress would like to go to the movie with the soldier.
23. Good-bye. Delighted to have met you.
24. My aunt's name is Mary.
25. His sister's son is called Peter.
26. Her brother doesn't have any children.
27. Is your uncle married?
28. No, but he is engaged.
29. The people of Paris don't speak Spanish.
30. What kind of work do you do?

IV

31. I am a farmer.
32. He's a good boy.
33. He is a sailor.
34. He works neither in the city nor in the country.
35. What's the name of the other ship on which you work?
36. I can't tell.
37. Are you an American?
38. His father is an office worker.
39. There are carpenters and cooks on my ship.
40. We study books on the Navy.

V

41. Do you have a good job?
42. Do you want to go to the movie, Miss?
43. What part of the United States are you from?
44. Who speaks French here?
45. How many miles is it from Paris to Marseilles?
46. There are three hundred and sixty-five days in a year.
47. What's the weather like?
48. It's fine weather.
49. It's warm.
50. There isn't any ice on the road.

Section C — How Do You Say These Sentences in French?

To the [illegible] Leader: Simply follow the directions given below.

This section is a drill on the work you have done in Section B of this unit. Keep your book closed. The Leader will call on members of the group (but not in any fixed order) to speak the French equivalents of the English sentences given in Section B. The work must be kept moving rapidly, and interest should never lag. If the Guide is present, he is to listen and correct your pronunciation and expressions.

This section is intended to give you a check on your ability to use the vocabulary you have learned.

Section D — How Do You Say It?

For outside preparation, or individual work in class time.

Go through these English sentences and prepare to say the equivalents for the English, just as you did in Section B of this unit. Do not write anything down, but have everything well fixed in your mind and ready to speak in the next group meeting.

I

1. John's father and mother live in a city.
2. The other man over there is Henry's friend.
3. The people in the restaurant speak to the waitress.
4. John's friends work on a ship.
5. My sister's children are young.
6. I have a brother who works in a restaurant.
7. There is a hotel straight ahead.
8. The waitress is a good girl.
9. I would like to drink some water.
10. I want to eat meat and potatoes.

II

11. My aunt has children.
12. Her uncle does not have any children.
13. I work in a factory.
14. You work on a farm.
15. He works in the country.
16. She works in the city.
17. We work on a ship.
18. They (*m.*) work in an office.
19. They (*f.*) work for the Red Cross.
20. We eat in a restaurant.

III

21. They (*m.*) eat some bread.
22. We don't eat any potatoes.
23. They (*f.*) study a lot.
24. It (*m.*) begins at five.
25. I am a sailor.
26. He is an American sailor.
27. Is he a carpenter?
28. He is not a good cook.
29. She is a student from Marseilles.
30. I have a joke for you.

IV

31. He has sixty lambs.
32. She has an uncle who lives in Paris.
33. We have a good climate; it is neither too hot nor too cold.
34. We are in a warm part of France.
35. You are a bad man.
36. It freezes.
37. It does not freeze.
38. It does not rain very much.
39. Is the snow dry?
40. Are their estimates conservative?

V

41. Aren't you from the United States?
42. It's a bad year.
43. They have a good winter.
44. There is a hot wind here.
45. Isn't the climate of France good?
46. Our summers are neither hot nor dry.
47. Their winters are too cold.
48. We are not going to Marseilles.
49. Your roads are beautiful.
50. What kind of weather do they (*m.*) have?

SECTION E — HOW DO YOU SAY THESE SENTENCES IN FRENCH?

To the Group Leader: Simply follow the directions given below.

As in Section C, the Leader will go around the group and ask various members to supply (with books closed) the French equivalents for the sentences given in Section D. If the Guide is present, he will listen and correct pronunciation and expressions.

This section is intended to give you a check on your understanding of the way the language is built and functions.

SECTION F — CONVERSATION

The members of the group will carry on short conversations lasting not more than 1 or 2 minutes, in which the entire contents of the preceding units should be used. Everyone should have a chance to take part as many times as possible. The situations of the conversations should be varied and combined as much as possible. Each conversation should begin with greetings and inquiries after each other's health, and should end with formal leave-taking. Here are just a few out of many possibilities for conversations:

1. Meeting friends on the street.
   (Include: questions about each other's health, health of parents, health of children.)
2. Meeting a stranger and introducing oneself.
   (Include: statement of names, nationalities, occupations.)
3. Ordering in the restaurant.
   (Include: ordering food and drink, asking the name of a simple item of food or drink, asking price and paying.)
4. Welcoming friends and chatting about the weather.
   (Include: questions about health, statements about sunshine, rain, snow, etc.)
5. Asking for directions and the time the train leaves.
   (Include: questions and answers on the whereabouts of hotel, restaurant, movies, or toilet; question and answer on the whereabouts of railroad station; question and answer about time train leaves.)
6. Exchanging information about one's home.
   (Include: questions about each other's origin,

where born and brought up, answers about location of homes, and city from which one comes.)

7. Conversing about the weather in different cities and countries.

   (Include: questions about the type of weather in summer and winter in the various cities from which the soldiers come, complaints about the weather, etc. Also compare the French climate with the climate of the United States.)

8. Talking about one's relatives and their whereabouts.

   (Include: questions and answers about one's relatives, their homes in various countries, languages they speak, their professions.)

9. Inquiring about a movie and how to get to it.

   (Include: questions about the place of a movie, the time it starts, whether it is good, whether the person wants to go.)

10. Conversing about trades.

    (Include: questions about the type of work one does, the work of one's friends.)

11. Talking about Marseilles, Paris, and Toulon.

    (Include: desire to go to these cities, their size, beauty, distance between them, relatives and friends living there, etc.)

GETTING A ROOM

To the Group Leader and Members of the Group: The pattern for each unit has been set in the first five units of Part I. From now on, detailed instructions for any section of a unit will be given only if the procedure is to be different from the customary procedure for that section. If the Leader or any members of the group are in doubt as to the correct procedure at any given point, return to the corresponding section of Unit 2, where directions are given in full.

SECTION A — BASIC SENTENCES

John Cook has been assigned to shore duty and is looking for a place to live; he goes to a hotel and addresses the woman at the desk.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
John	*ZHĀ*	*Jean*
I'd like a room, Madam.	zh‿vouDRE‿un‿SHĀBR, maDAM.	Je voudrais une chambre, madame.
Woman	*la FAM*	*La femme*
For how many people?	pour‿kōbyē‿t‿perSON?	Pour combien de personnes?
John	*ZHĀ*	*Jean*
for one person	pour‿un‿perSON	pour une personne
it's for myself alone	s‿e‿pour‿mwa‿SEUL	c'est pour moi seul
For one person; it's just for me.	pour‿un‿perSON; s‿e‿pour‿mwa‿SEUL.	Pour une personne; c'est pour moi seul.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
Woman	*la FAM*	*La femme*
will you show number eighteen	voule‿vou‿mõTRE l‿numeRÔ‿diz‿UIT	voulez-vous montrer le numéro dix-huit
Please show number eighteen to this gentleman.	voule‿vou‿mõTRE‿l‿numeRÔ‿diz‿UIT‿a‿məSYEU?	Voulez-vous montrer le numéro dix-huit à monsieur?
Attendant	*l‿garSÕ*	*Le garçon*
All right, Madam. It's upstairs, sir. It's on the second (*literally*, the first) floor.	byẽ‿maDAM. s‿et‿ã‿Ô, mSYEU. s‿et‿ô‿prəmyer‿eTAZH.	Bien, madame. C'est en haut, monsieur. C'est au premier étage.
John	*ZHÃ*	*Jean*
In America it's the second floor.	ãn‿ameRIK‿s‿e‿l‿deuzyem‿eTAZH.	En Amérique c'est le deuxième étage.
(*Upstairs*)	(*ã‿Ô*)	(*En haut*)
Show me the room, please.	mõtre‿mwa‿la‿SHÃBR, s‿il‿vou‿PLE.	Montrez-moi la chambre, s'il vous plaît.
Attendant	*l‿garSÕ*	*Le garçon*
Here is the room, sir. It's nice and big. The room gets the sun. The window is high.	vwasi‿la‿SHÃBR, məSYEU. el‿e‿GRÃD‿e‿BEL. il‿y‿a‿du‿soLEY‿dã‿la‿SHÃBR. la‿FNETR‿e‿ÔT.	Voici la chambre, monsieur. Elle est grande et belle. Il y a du soleil dans la chambre. La fenêtre est haute.
John	*ZHÃ*	*Jean*
The furniture is good.	le‿meubl‿sõ‿BÔ.	Les meubles sont beaux.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
It's a good big bed.	lə‿li‿e‿GRÃ‿e‿BÕ.	Le lit est grand et bon.
Attendant	*l‿garSÕ*	*Le garçon*
People sleep well in it.	õn‿i‿dor‿BYẼ.	On y dort bien.
People aren't up all night in this hotel.	õn‿e‿pa‿dBOU‿tout‿la‿NUI‿dã‿set‿ôTEL.	On n'est pas debout toute la nuit dans cet hôtel.
The bureau is handy.	la‿koMOD‿e‿koMOD.	La commode est commode.
Take a look at the desk and the night table.	vwaye‿l‿buRÔ‿e‿la‿tablə‿də‿NUI.	Voyez le bureau et la table de nuit.
the armchair	lə‿fôTEUY	le fauteuil
the chair	la‿SHEZ	la chaise
Look at the armchair and the chair.	vwaye‿l‿fôTEUY‿e‿la‿SHEZ.	Voyez le fauteuil et la chaise.
John	*ZHÃ*	*Jean*
They aren't too bad.	i‿n‿sõ‿pa‿trô‿moVE.	Ils ne sont pas trop mauvais.
Attendant	*l‿garSÕ*	*Le garçon*
Our hotel is good.	notr‿ôTEL‿e‿BÕ.	Notre hôtel est bon.
Our rooms are good.	nô‿SHÃBR‿sõ‿BON.	Nos chambres sont bonnes.
John	*ZHÃ*	*Jean*
Is this room warm in the winter and cool in the summer?	set‿SHÃBR‿et‿el‿SHÔD‿ãn‿iVER‿e‿FRESH‿ãn‿eTE?	Cette chambre est-elle chaude en hiver et fraîche en été?
Attendant	*l‿garSÕ*	*Le garçon*
Yes, sir; always.	wi, məSYEU; touZHOUR.	Oui, monsieur, toujours.
And there's no noise all night.	e‿il‿n‿y‿a‿pa‿d‿BRUI‿tout‿la‿NUI.	Et il n'y a pas de bruit toute la nuit.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
John	*ZHÃ*	*Jean*
the bathroom	la‿sal‿də‿BÊ	la salle de bain
private	partikuLYER	particulière
There's no private bath here?	il‿n‿y‿a‿PA‿t‿sal‿də‿BÊ‿partikuLYER‿iSI?	Il n'y a pas de salle de bain particulière ici?
Attendant	*l‿garSÕ*	*Le garçon*
No, sir; I am sorry.	nõ‿məSYEU, zhə‿RGRET.	Non, monsieur; je regrette.
I'll end up with the bathroom.	sh‿fiNI‿par‿la‿sal‿də‿BÊ.	Je finis par la salle de bain.
John	*ZHÃ*	*Jean*
All right, we'll end up with the bathroom.	tre‿BYÊ, nou‿finiSÕ‿par‿la‿sal‿də‿BÊ.	Très bien, nous finissons par la salle de bain.
Attendant	*l‿garSÕ*	*Le garçon*
Here's the bathroom.	vwaSI‿la‿sal‿də‿BÊ.	Voici la salle de bain.
at each floor	a‿shak‿eTAZH	à chaque étage
There's a bathroom on each floor.	il‿y‿A‿un‿sal‿də‿BÊ‿a‿shak‿eTAZH.	Il y a une salle de bain à chaque étage.
John	*ZHÃ*	*Jean*
Where's the fire escape?	ou‿e‿la‿sorTI‿d‿ẽsãDI?	Où est la sortie d'incendie?
Attendant	*l‿garSÕ*	*Le garçon*
It's there on the right.	el‿e‿la, a‿DRWAT.	Elle est là, à droite.
Let's go downstairs, sir.	alõz‿ã‿BA, mSYEU.	Allons en bas, monsieur.
it's necessary always to finish	il‿fô‿touzhour‿fiNIR	il faut toujours finir
by the desk	par‿l‿buRÔ	par le bureau
This business always ends at the desk.	il‿fô‿touzhour‿fiNIR‿par‿l‿buRÔ.	Il faut toujours finir par le bureau.
	(*John goes back to the desk.*)	

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
Woman	*la FAM*	*La femme*
does the room	e‿s‿kə‿la‿SHĂBR	est-ce que la chambre
please you	vou‿PLE	vous plaît
Do you like the room?	e‿s‿kə‿la‿shăbr‿vou‿PLE?	Est-ce que la chambre vous plaît?
John	*ZHĂ*	*Jean*
How much is it?	s‿e‿kŏBYĔ?	C'est combien?
Woman	*la FAM*	*La femme*
you pay	vou‿peYE	vous payez
thirty francs a day	trăt‿fră‿par‿ZHOUR	trente francs par jour
plus fifteen per cent	plus‿kĕz‿pour‿SĂ	plus quinze pour cent
for the service	pour‿l‿serVIS	pour le service
You pay thirty francs a day, plus fifteen per cent for service.	vou‿peYE‿trăt‿fră‿par‿ZHOUR, plus‿kĕz‿pour‿să‿pour‿l‿serVIS.	Vous payez trente francs par jour, plus quinze pour cent pour le service.
John	*ZHĂ*	*Jean*
All right, Madam.	byĕ, maDAM.	Bien, madame.
It's not expensive.	s‿e‿rezoNABL.	C'est raisonnable.
I'll take it.	zh‿la‿PRĂ.	Je la prends.
Woman	*la FAM*	*La femme*
You're going to sleep very well there.	vouz‿aLE‿tre‿byĕ‿dorMIR‿LA.	Vous allez très bien dormir là.
And when are you leaving?	e‿kă‿parte‿VOU?	Et quand partez-vous?
	(*John hesitates.*)	
When are you going to leave?	kăt‿ale‿vou‿parTIR?	Quand allez-vous partir?

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
John	*ZHÃ*	*Jean*
I don't know.	zhə‿n‿se‿PA.	Je ne sais pas.
Woman	*la FAM*	*La femme*
do you want that one should wake you up?	voule‿VOU‿k‿õ‿vou‿reVEY?	voulez-vous qu'on vous réveille?
What time do you want to be waked up?	a‿kel‿EUR‿voule‿VOU‿k‿õ‿vou‿reVEY?	A quelle heure voulez-vous qu'on vous réveille?
John	*ZHÃ*	*Jean*
to be up at seven hours	et‿dəbou‿a‿set‿EUR	être debout à sept heures
I would like to be up at seven.	zh‿vouDRE‿et‿dəbou‿a‿set‿EUR.	Je voudrais être debout à sept heures.
Woman	*la FAM*	*La femme*
All right.	BYẼ.	Bien.
Good night, sir.	bon‿NUI, məSYEU.	Bonne nuit, monsieur.
John	*ZHÃ*	*Jean*
Good night, Madam.	bon‿NUI, maDAM.	Bonne nuit, madame.

Hints on Spelling

In this unit we have brought another column into the printed Basic Sentences. This new column gives you the same French material that you have in the Aids to Listening, but in conventional French spelling. From here on, we shall give you both simplified and conventional spelling. When you go through the Basic Sentences of each lesson for the first time with the Guide or records, keep your eyes on the simplified spelling, as it represents fairly closely the true sounds of the language; when you go through them for the second time, follow the conventional spelling with your eyes. After that follow in general the conventional spelling, but if you find that it is disturbing your habits of pronunciation, return whenever necessary to the simplified spelling; correct habits of pronunciation are far more important in *speaking* a language than a knowledge of its spelling.

You can easily see that French spelling is considerably farther from the true sounds of the language itself than the simplified spelling we have used so far. In this and some of the following units, we shall discuss the French conventional spelling and its relation or lack of relation to the sounds of the language.

1. *The Vowel Letters* are, in general, used in French spelling as we have used them in the simplified spelling. There are three kinds of marks which are written over the vowel letters: a slant line pointing downward to the left (´); a slant line pointing downward to the right (`); and a double slant line like a two-cornered hat over the letter (^). These marks, however, do not indicate anything about the accent of the word or even about the pronunciation of the vowel letter over which they are placed.

2. *Peculiar Combinations of Letters* are used to represent some of the vowel sounds we have learned. Here are some of them:

The sound **e** is often written with the letters **e, é, è, ai, ai:**	set "this" *f.* is written *cette* eTAZH "floor," "story" is written *étage* partikuLYER "private" is written *particulière f.* moVE "bad" is written *mauvais* PLE "pleases" is written *plait*
The sound **ô** is often written as *au* or *eau:*	Ô "high" is written *haut* Ô "water" is written *eau*

3. *The Letter* **e** *at the End of a Word* almost never stands for a sound that is actually pronounced. When it is written at the end of a word, the chief function of the letter **e** is to indicate that the preceding consonant letter does represent a sound that is pronounced. In this way, *perSON* is written as *personne; eTAZH* is written as *étage; SHĂBR* is written as *chambre; GRĂD* is written as *grande f.*

4. *The Nasal Vowels* are, in conventional French spelling, written with one or more vowel letters followed by *m* or *n:*

The sound ã is written *an*, *am*, *en*, or *em:*	SHÃBR "room"	is	written	*chambre*
	DÃ "in"	"	"	*dans*
	Ã "in"	"	"	*en*
	TÃ "time"	"	"	*temps*
The sound õ is written *on:*	BÕ "good"	"	"	*bon*
The sound ẽ is written *en*, *in*, *ain*, *aim:*	BYẼ "well"	"	"	*bien*
	ẼSÃDI "fire"	"	"	*incendie*
	BẼ "bath"	"	"	*bain*
	FẼ "hunger"	"	"	*faim*
The sound œ̃ is written *un:*	Œ̃ "a, an"	"	"	*un*

Note that in Aids to Listening and simplified spelling we no longer mark division into syllables by a hyphen (-). By now you should have learned, from listening to your Guide or records, how to divide French syllables in speaking.

SECTION B — WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study

In this unit we have come across a new kind of verb. These verbs have the infinitive ending in *-ir: dorMIR* "to sleep"; *parTIR* "to leave." Their roots, therefore, are *DORM* and *PART*. Now notice these forms:

dorMIR	to sleep	zh‿DOR	I sleep
parTIR	to leave	il‿PAR	he leaves

As you can see, the form (*zh*) *DOR* doesn't have any *m* on the end; and the form (*il*) *PAR* doesn't have any *t* on the end. This is the regular way of making the singular forms for these verbs: by leaving off the last consonant of the root. We can, therefore, easily enough see that "he sleeps" would be *il‿DOR* and "I leave" would be *sh‿PAR*.

But let's consider the form for "you":

parTIR	to leave	vou‿parTE	you leave

Here, as you can see, you have the full form of the root *part*, last consonant and all. Now, as you remember, all the forms meaning "you" always have *-E* at the end; the expression for "you sleep" would clearly be the root *dorm* plus the ending *-E*, or *vou_dorME*.

So, also, the ending *-Õ*, which always has to be used when you are talking about "we" doing something, would be added to the root: "we sleep" would clearly be *nou_dorMÕ*, and "we leave" would clearly be *nou_parTÕ*.

You'll remember also that the form for "they" was equal, in the case of *travaYE* "to work," just to the root alone: *il_traVAY* "they work." So it is with these verbs too: "they leave" is *il_PART*, and "they sleep" is *il_DORM*.

Now let's look at all these forms, and see what kind of order we can bring into their construction:

nou_dorMÕ	we sleep	nou_parTÕ	we leave
vou_dorME	you sleep	vou_parTE	you leave
il_DORM	they sleep	il_PART	they leave
zh_DOR	I sleep	sh_PAR	I leave
il_DOR	he sleeps	il_PAR	he leaves

That is: the forms for "I" and "he" (and, of course, "she") are equal to the root (*dorm* or *part*) without the last consonant; the forms for "they" are equal to the root alone, just "as is"; and the forms for "we" and "you" are equal to the root with the necessary endings (*-Õ* for "we" and *-E* for "you") added.

The verb *fiNIR* "to finish," also has the infinitive ending in *-IR*, but it behaves a little differently from these others. Its root is *fiNIS;* and once you have this root, it's easy enough to make the rest of the forms by just dropping the last consonant (*s*) wherever necessary:

nou_finiSÕ	we finish	il_fiNI	he finishes
vou_finiSE	you finish	il_fiNIS	they finish
sh_fiNI	I finish		

Many other verbs in *-IR* have this same kind of root ending in an *s*, so you want to be sure to understand fully the way these forms of *fiNIR* are built.

To ask a question, all you have to do with these words is to turn the verb form and the pronoun around, just as for the other verbs we have learned about:

partõ_NOU?	are we leaving?
dorme_VOU?	are you sleeping?

When asking a question about "he," "she," "it," or "they," don't forget to put in a *t* between the verb and the pronoun, as in the other verbs we have learned:

dor_t_IL?	is he sleeping?
part_t_IL?	are they leaving?
finis_t_IL?	are they finishing?

2. Covering English and French of Word Study

Give the English equivalents of all French expressions in the Word Study and the French for all the English. This is individual study.

3. Review of Basic Sentences

Further oral practice with the first part of the Basic Sentences.

SECTION C — REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Further oral practice with the second part of the Basic Sentences.

2. Covering the English of Basic Sentences

Check your knowledge of the meaning of all words and phrases in the Basic Sentences. This is individual study.

3. How Would You Say?

To the Leader: The usual procedure of testing the students is changed a bit in this lesson. The first part is a kind of completion test. The forms from which choice is to be made are indicated at the beginning. Each student is to read off a sentence supplying the appropriate form, and then he should read the whole sentence through a second time without faltering. Each sentence, then, will be read through twice before it is commented on.

The second exercise is a simple translation exercise. Read the sentences through in English and ask a student to give the French.

The third exercise again is a form of completion test. The left-hand column is a list of phrases to be matched with an appropriate concluding phrase from the right-hand column. More than one conclusion to the sentence may be possible. Have each student in turn read a phrase from the first column and supply one of the terminations for it. Then he should read the whole sentence through once more as a whole before he goes on to other solutions or a new sentence.

THE COMPLETION TEST which follows requires that you choose one of the forms suggested that will make the sentence complete and correct. More than one possibility may be suitable. Choose one and read off the sentence in its full form. Then read it through a second time so that there will be no faltering. After the sentence has been read twice, the group and the Leader will talk it over and suggest other possibilities if there are any.

The second part is a simple translation exercise.

The third part is another completion test. Each phrase in the left-hand column is to be completed by a phrase in the right-hand column. When you are asked to recite, pick one conclusion for the sentence and read off the complete statement. Then as in the first exercise here, read it off a second time. After you have read it twice, the group will discuss it and suggest other solutions.

I. Fill each blank with one or more of the following adjectives: mõ, sõ, notr, votr, leur, ma, sa, me, mez, se, nô, vô, kel. Give two or more solutions when possible. Don't write, just speak the sentences.

1. ——‿paRÃ‿abit‿ãn‿amerik. 2. vwasi‿——‿aMI (*sing.*). 3. bõZHOUR, ——‿pti‿garSÕ! 4. ——‿fam (*sing.*)‿traVAY‿dãz‿un‿FERM. 5. ——‿mer‿e‿tre‿BON. 6. ——‿tãt (*sing.*)‿abit‿a‿paRI. 7. e‿s‿kə‿——‿FIY‿parlt‿espaÑOL? 8. dã‿——‿parti‿d‿l‿ameRIK‿l‿tã‿et‿il‿SEK‿e‿SHÔ? 9. dã‿——‿parti‿d‿l‿ameRIK‿l‿tã‿et‿il‿uMID‿e‿FRWA? 10. ——‿eur‿et‿IL? 11. ——‿tã‿fet‿IL? 12. ——‿ôtel‿e‿koMOD. 13. ——‿shãbr‿sõ‿GRÃD. 14. ——‿meubl‿sõ‿BÔ. 15. a‿——‿EUR‿voule‿vou‿kõ‿vou‿reVEY?

II. How would you say in French:

1. How do you say "table" in French? 2. How do you say "night table" in French? 3. I sleep well in my bed. 4. What time does the train leave? 5. Are we leaving for Toulon? 6. I am finishing the room. 7. Where is the fire? 8. In that bad hotel you pay a dollar and you are up all night. 9. Where is the bathroom? 10. I would like a room for two persons.

III. Match each phrase in the left-hand column with one or two appropriate phrases in the right-hand column.

1. ma‿SHÃBR
2. l‿prəmyer‿eTAZH‿ã‿FRÃS
3. e‿s‿k‿vou‿dorME
4. nou‿parTÕ
5. dort‿el‿BYÊ
6. vou‿voulez‿un‿SHÃBR
7. i‿n‿dorm‿PA
8. zhə‿rGRET‿d‿n‿avwar‿paz‿un‿sal‿də‿BÊ
9. un‿sal‿də‿BÊ
10. le‿meubl‿d‿vot‿SHÃBR
11. la‿meTRES

pour‿kõbyẽ‿t‿perSON?
sõt‿il‿BÔ?
e‿tre‿koMOD.
sur‿de‿SHEZ.
dãz‿eũ‿bõ‿LI?
e‿l‿numeRÔ‿diz‿UIT.
e‿l‿deuzyem‿ãn‿ameRIK.
pour‿vou‿SEUL.
parl‿ôz‿ãFÃ.
par‿l‿trẽ‿t‿set‿EUR.
avek‿tou‿s‿BRUI?

SECTION D — LISTENING IN

1. What Did You Say?

With other members of the group, give orally your responses to the previous exercise as the Leader calls for them.

2. Word Study Check-up

Give the French for all English equivalents in the Word Study as the Leader calls for it.

3. Listening In

1. *John and Henry discuss the hotels in which they live.*

ZHÃ — ou‿abite‿vou, ãRI?
ãRI — zh‿abit‿dãz‿eũn‿ôTEL.
ZHÃ — kom‿mwa, aLOR.
alõz‿a‿mõn‿ôTEL.
s‿e‿la‿ã‿BA.
voule‿VOU?
ãRI — me‿WI.
votr‿ôTEL‿et‿il‿BÕ?
ZHÃ — mõn‿ôTEL‿n‿e‿pa‿trô‿moVE.
õ‿peut‿i‿etr‿euREU.
ãRI — il‿FÔT‿i‿etr‿euREU.

2. *John and Henry go into the hotel where John lives.*

ZHÃ — ma‿shãbr‿et‿ã‿ô.
el‿et‿ô‿prəmyer‿eTAZH.
s‿e‿l‿numeRÔ‿diz‿UIT.
l‿prəmyer‿eTAZH, ã‿FRÃS, s‿e‿l‿deuzyem‿eTAZH‿ãn‿ameRIK.
ãRI — WI, zhə‿SE.

3. *They go into the room.*

ZHÃ — vwasi‿ma‿SHÃBR.
el‿n‿e‿pa‿tre‿GRÃD.
s‿et‿un‿SHÃBR‿pour‿un‿person‿SEUL.
ãRI — vouz‿avez‿un‿bel‿fəNETR.
ZHÃ — la‿koMOD‿e‿koMOD, n‿e‿s‿PA?
ãRI — e‿l‿buRÔ‿e‿BÔ.
e‿la‿SHEZ‿n‿e‿pa‿moVEZ
ZHÃ — s‿n‿e‿pa‿fiNI.

vwaye‿l‿bô‿fôTEUY‿e‿la‿TABL‿də‿NUI.

ãRI — ave‿vou‿un‿sal‿də‿BẼ‿partikuLYER?
ZHÃ — NÕ, il‿n‿y‿a‿pa‿t‿sal‿də‿BẼ‿partikuLYER‿dã‿bôkou‿d‿ôTEL, ã‿FRÃS.
e‿le‿twaLET‿n‿sõ‿pa‿dã‿la‿SAL‿də‿BẼ.
ãRI — s‿e‿BÕ, SA.
a‿kel‿EUR‿vou‿revey‿T‿Õ?
ZHÃ — õ‿m‿reVEY‿a‿set‿EUR.
ãRI — kã‿parte‿vou‿pour‿touLÕ?
ZHÃ — zhə‿n‿se‿PA.
e‿komã‿e‿votr‿ôTEL‿a‿VOU?
ãRI — il‿n‿e‿pa‿si‿bõ‿kə‿l‿VÕTR.
ZHÃ — zhə‿rGRET.

4. *A hotel attendant shows a room to Henry.*

l‿garSÕ — vwaYE, shak‿SHÃBR‿a‿d‿bô‿MEUBL.
ãRI — selsi‿et‿el‿shôd‿ãn‿iVER‿e‿fresh‿ãn‿eTE?
l‿garSÕ — WI, məSYEU.
ãRI — s‿e‿kõBYẼ‿pour‿la‿SHÃBR?
l‿garSÕ — vou‿peye‿trãt‿frã‿par‿ZHOUR, plus‿kẽz‿pour‿sã‿pour‿l‿serVIS.
ãRI — alor‿zh‿la‿PRÃ.
ou‿sõ‿le‿twaLET?
l‿garSÕ — le‿twaLET‿sõt‿a‿DRWAT.
ãRI — mõtre‿mwa‿la‿sal‿də‿BẼ.
l‿garSÕ — la‿sal‿də‿BẼ‿e‿tou‿DRWA.
il‿y‿a‿eũ‿məSYEU‿ki‿prã‿eũ‿BẼ.
ãRI (*going near the bathroom and shouting excitedly*)
— ou‿e‿la‿sorti‿d‿ẽsãDI?
l‿məSYEU (*dripping wet, and running toward the fire escape*)
— ou‿e‿l‿ẽsãDI?
ou‿e‿l‿ẽsãDI?

SECTION E — CONVERSATION

1. Covering the French of the Basic Sentences

With the French covered, practice until you can speak the French for each English sentence without hesitation. This is individual study.

2. Vocabulary Check-up

Give the French for all the English sentences in the Basic Sentences as the Leader calls for it.

3. Conversation

Suggested Topics

1. You go to some Information Bureau or Travelers' Aid Desk, and ask about places to live: private houses, hotels; not too far from where you work; good section of town; clean; reasonable rates, etc.
2. You speak to the clerk at the hotel desk: can he give you a room? private bath or not? quiet? what floor? rates? etc.
3. You show your room to a fellow worker: you either boast about it or apologize for it.
4. You go into a furniture store. You talk with the salesman about a desk, or a bureau, or a chair that you want to buy.
5. You complain to the hotel manager about being up the greater part of the night on account of noise or because the room was too cold or too hot; the boy did not wake you in the morning as requested, etc.

SECTION F — CONVERSATION (*Cont.*)

Continue conversation. Additional check-up if necessary.

FINDER LIST

aLŎ	let's go
nouz_aLŎ	we go
BA *m.*	low
ă_BA	downstairs
BĔ *m.*	bath
BRUI *m.*	noise
buRÔ *m.*	desk; office
ĕun_ăplwaye_d_buRÔ	an office worker
deuZYEM *adj.*	second
diz_UIT	eighteen
DOR *v.*	sleep
ŏ_DOR	one sleeps, people sleep
dorMIR	to sleep
ĕsăDI *m.*	fire (*accidental*)
eTAZH *m.*	floor (*story of a house*)
ô_prəMYE(R)_eTAZH	on the second floor
fiNI *v.*	finish
fiNIR	to finish
sh_fiNI	I finish
nou_finiSŎ	we finish
fNETR *f.*	window
FÔ (il)	is necessary (it)
fôTEUY *m.*	armchair
FRESH *f.*	cool
GRĂ *m.*	big, large
GRĂD *f.*	
i	there
ŏn_i_DOR	people sleep there
KĂ	when

koMOD *f.*	bureau; *adj.* convenient, handy
LA *f. pron.*	it, her
LI *m.*	bed
MEUBL *m. pl.*	furniture
mõTRE	to show
mõTRE_MWA	show me
NUI *f.*	night
numeRÕ *m.*	number
Õ *m.*	high
ã_Õ	upstairs
ÕT *f.*	high
õ	people, one, they, we
parte_VOU?	do you leave?
l_trẽ_PAR	the train leaves
parTIR	to leave, depart
partikuLYER *f.*	private
perSON *f.*	person
PEU *v.*	can
õ_PEU	one can
sh_PEU	I can
peye (vou)	pay (you)
PLUS	plus
deu_plus_TRWA	two plus three
PRÃ (sh)	take (I)
prəMYE *m.*	first
rGRET (zhə)	regret (I)
SÃ *m.*	hundred
pour_SÃ	per cent
SAL *f.*	hall, large room
la_sal_də_BẼ	the bathroom
SE (sh)	know (I)
zhə_n_se_PA	I don't know
serVIS *m.*	service
SEUL	alone
SHÃBR *f.*	room
shak *adj.*	each, every
SHEZ *f.*	chair
sorTI *f.*	exit
sorTI_d_ẽsãDI	fire escape
tabl_də_NUI *f.*	bedside table
TOUT *f.*	all
TRÃT	thirty
vwaYE (vou)	see (you)

UNIT 8

SPRUCING UP

SECTION A — BASIC SENTENCES

John Cook addresses the woman at the hotel desk.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
John	*ZHÃ*	*Jean*
Pardon me, Madam.	parDÕ, maDAM.	Pardon, madame.
Woman	*la FAM*	*La femme*
Are you up already? (*literally*, Up?)	dəBOU?	Debout?
John	*ZHÃ*	*Jean*
Yes, sure (*literally*, As you see).	kom‿vou‿vwaYE.	Comme vous voyez.
I come from taking	zh‿vyẽ‿t‿PRÃDR	je viens de prendre
a good hot bath	eũ‿bõ‿bẽ‿SHÔ	un bon bain chaud
I've just taken a good hot bath.	zh‿vyẽ‿t‿PRÃDR‿eũ‿bõ‿bẽ‿SHÔ.	Je viens de prendre un bon bain chaud.
where can I?	ou‿PUI‿ZH?	où puis-je?
to make shine	fer‿siRE	faire cirer
my shoes	me‿souLYE	mes souliers
Where can I get my shoes shined?	ou‿pui‿zh‿fer‿siRE‿me‿souLYE?	Où puis-je faire cirer mes souliers?

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
They are not clean.	i‿n‿sõ‿pa‿PROPR.	Ils ne sont pas propres.
They are gray and dirty.	il‿sõ‿GRI‿e‿SAL.	Ils sont gris et sales.
Woman	*la FAM*	*La femme*
put	mete	mettez
at the door	a‿la‿PORT	à la porte
Put your shoes upstairs tonight, outside the door of your room.	mete‿vô‿souLYE‿sə‿SWAR, ã‿ô, a‿la‿PORT‿də‿vot‿SHÃBR.	Mettez vos souliers ce soir, en haut, à la porte de votre chambre.
You have to put them there.	il‿fô‿lez‿i‿METR.	Il faut les y mettre.
the attendant shines them	l‿garsõ‿le‿SIR	le garçon les cire
during	pãdã	pendant
when you sleep	kã‿vou‿dorME	quand vous dormez
The attendant shines them during the night, when you are asleep.	l‿garsõ‿le‿SIR‿pãdã‿lə‿NUI, kã‿vou‿dorME.	Le garçon les cire pendant la nuit, quand vous dormez.
I regret	zhə‿rGRET	je regrette
not to have told it to you	də‿n‿pa‿vou‿l‿avwar‿DI	de ne pas vous l'avoir dit
I am sorry I didn't tell you.	zhə‿rGRET‿də‿n‿pa‿vou‿l‿avwar‿DI.	Je regrette de ne pas vous l'avoir dit.
I believe	sh‿KRWA	je crois
that there are bootblacks	k‿il‿y‿a‿de‿siREUR	qu'il y a des cireurs
for the brown shoes	pour‿le‿soulye‿BRẼU	pour les souliers bruns
and the black shoes	e‿le‿soulye‿NWAR	et les souliers noirs
I believe that there are bootblacks at the station for brown and black shoes.	sh‿KRWA‿k‿il‿y‿a‿de‿siREUR‿a‿la‿GAR, pour‿le‿soulye‿BRẼU‿e‿le‿soulye‿NWAR.	Je crois qu'il y a des cireurs à la gare, pour les souliers bruns et les souliers noirs.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
ask	dmãDE	demandez
to a policeman	a‿e͠un‿aZHÃ	à un agent
Ask a policeman where the station is	dmãDE‿a‿e͠un‿aZHÃ‿ou‿e‿la‿GAR.	Demandez à un agent où est la gare.
John	*ZHÃ*	*Jean*
to make wash my laundry	fer‿lave‿mõ‿LẼZH	faire laver mon linge
Can you tell me where I can get my laundry done?	pouve‿vou‿m‿DIR‿ou‿sh‿peu‿fer‿lave‿mõ‿LẼZH?	Pouvez-vous me dire où je peux faire laver mon linge?
Woman	*la FAM*	*La femme*
to go down the street	desãdr‿la‿RU	descendre la rue
You have to go down the street.	il‿fô‿desãdr‿la‿RU.	Il faut descendre la rue.
Go down the street.	desãde‿la‿RU.	Descendez la rue.
a laundry	un‿blãshisRI	une blanchisserie
There is a laundry down the street on the right.	il‿y‿a‿un‿blãshisRI‿ã‿BA‿a‿DRWAT.	Il y a une blanchisserie en bas à droite.
It's quite near.	s‿e‿tou‿PRE.	C'est tout près.
It's not far.	s‿n‿e‿pa‿LWẼ.	Ce n'est pas loin.
John	*ZHÃ*	*Jean*
another piece of advice	e͠un‿ôt‿kõSEY	un autre conseil
May I ask you for some more advice?	pui‿zh‿vou‿dmãDE‿e͠un‿ôt‿kõSEY?	Puis-je vous demander un autre conseil?
Woman	*la FAM*	*La femme*
Yes, indeed.	me‿WI.	Mais oui

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
John	*ZHÃ*	*Jean*
to clean	netwaYE	nettoyer
to press	rəpaSE	repasser
my uniform	mõn‿uniFORM	mon uniforme
And to get my uniform cleaned and pressed?	e‿pour‿fer‿netwaYE‿e‿rpaSE‿mõn‿uniFORM?	Et pour faire nettoyer et repasser mon uniforme?
Woman	*la FAM*	*La femme*
a cleaner	eũ‿netwaYEUR	un nettoyeur
opposite the hotel	ã‿fas‿d‿l‿ôTEL	en face de l'hôtel
There is a cleaner across the street from the hotel.	il‿y‿a‿eũ‿netwaYEUR‿ã‿fas‿d‿l‿ôTEL.	Il y a un nettoyeur en face de l'hôtel.
John	*ZHÃ*	*Jean*
to make cut my hair	m‿fer‿koupe‿le‿SHFEU	me faire couper les cheveux
Where can I get a haircut?	ou‿pui‿zh‿m‿fer‿koupe‿le‿SHFEU?	Où puis-je me faire couper les cheveux?
Woman	*la FAM*	*La femme*
Go up the street.	mõte‿la‿RU.	Montez la rue.
Take the first street on the left.	prəne‿la‿prəmyer‿ru‿a‿GÔSH.	Prenez la première rue à gauche.
a barber	eũ‿kwaFEUR	un coiffeur
There is a barber two blocks on the right.	il‿y‿a‿eũ‿kwaFEUR‿a‿deu‿ru‿a‿DRWAT.	Il y a un coiffeur à deux rues à droite.
(At the barber's)	*(she‿l‿kwaFEUR)*	*(Chez le coiffeur)*
Barber	*l‿kwaFEUR*	*Le coiffeur*
Sit down in this big chair.	aseye‿vou‿dã‿s‿fôTEUY.	Asseyez-vous dans ce fauteuil.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
the beard	la‿BARB	la barbe
Shave or haircut?	s‿e‿pour‿la‿BARB‿ou‿pour‿le‿SHFEU?	C'est pour la barbe ou pour les cheveux?
John	*ZHÃ*	*Jean*
Haircut.	pour‿le‿SHFEU.	Pour les cheveux.
My hair is long.	me‿SHFEU‿sõ‿LÕ.	Mes cheveux sont longs.
I don't need a shave (*literally*, My beard is not long).	ma‿BARB‿n‿e‿pa‿LÕG.	Ma barbe n'est pas longue.
I have a shave.	sh‿sui‿raZE.	Je suis rasé.
don't cut for me	nə‿m‿koupe‿PA	ne me coupez pas
too short	trô‿KOUR	trop court
Don't cut my hair too short.	nə‿m‿koupe‿pa‿le‿SHFEU‿trô‿KOUR.	Ne me coupez pas les cheveux trop court.
Barber	*l‿kwaFEUR*	*Le coiffeur*
I have (am) finished.	zh‿e‿fiNI.	J'ai fini.
Do you want a scalp massage?	voule‿vou‿un‿frikSYÕ?	Voulez-vous une friction?
John	*ZHÃ*	*Jean*
No, thanks.	nõ, merSI.	Non, merci.
Barber	*l‿kwaFEUR*	*Le coiffeur*
to sell	VÃDR	vendre
something	kelkə‿SHÔZ	quelque chose
May I sell you something?	pui‿zh‿vou‿VÃDR‿kelkə‿SHÔZ?	Puis-je vous vendre quelque chose?

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
John	*ZHÃ*	*Jean*
Do you sell razors?	vãde‿vou‿de‿raZWAR?	Vendez-vous des rasoirs?
Barber	*l‿kwaFEUR*	*Le coiffeur*
Yes, of course, sir.	me‿wi‿məSYEU.	Mais oui, monsieur.
We sell them.	nouz‿ã‿vãDÕ.	Nous en vendons.
I sell one occasionally (*literally*, from time to time).	zh‿ã‿vã‿e͠u‿t‿tãz‿ã‿TÃ.	J'en vends un de temps en temps.
John	*ZHÃ*	*Jean*
Give me a razor.	done‿mwa‿e͠u‿raZWAR.	Donnez-moi un rasoir.
Barber	*l‿kwaFEUR*	*Le coiffeur*
An electric razor?	e͠u‿razwar‿elekTRIK?	Un rasoir électrique?
John	*ZHÃ*	*Jean*
No, a safety razor.	nõ, e͠u‿razwar‿mekaNIK.	Non, un rasoir mécanique.
How much is it?	s‿e‿kõBYẼ?	C'est combien?
Barber	*l‿kwaFEUR*	*Le coiffeur*
Thirty francs for the razor.	trãt‿frã‿pour‿l‿raZWAR.	Trente francs pour le rasoir.
Plus ten francs for the haircut.	plus‿di‿FRÃ‿pour‿la‿koup‿də‿SHFEU.	Plus dix francs pour la coupe de cheveux.
John	*ZHÃ*	*Jean*
Here's fifty francs.	vwasi‿sẽkãt‿FRÃ.	Voici cinquante francs.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
take	prəne	prenez
as tip	kom‿pourBWAR	comme pourboire
Take two francs as a tip.	prəne‿deu‿frã‿kom‿pourBWAR.	Prenez deux francs comme pourboire.
Barber	*l‿kwaFEUR*	*Le coiffeur*
Thanks very much, sir.	mersi‿BYẼ, məSYEU.	Merci bien, monsieur.

Check Your Pronunciation

1. *Are You Singing Your Sentences Properly?* As we pointed out in Unit 3, the "melody" with which you "sing" your sentences is one of the most important things in speaking French. Are you being sure to use the kind of sentence melody you hear your Guide use? If you have any difficulty with it, go back to the Hints on Pronunciation in Unit 3, and study again how the melody in French rises in each group of words before the last group in a sentence, and then rises and falls in the last group of words in each sentence. Listen carefully to your Guide or records, and imitate the rise and fall of the voice in all the French sentences you speak. Practice the French sentence melody in these sentences:

PRACTICE 1

l‿garSÕ‿le‿SIR‿pãdã‿la‿NUI, kã‿vou‿dorME.
sh‿KRWA‿k‿il‿y‿a‿de‿siREUR‿a‿la‿GAR, pour‿le‿soulye‿BREŨ‿e‿le‿soulye‿NWAR.
il‿y‿a‿un‿blãshisRI‿ã‿BA‿e‿a‿DRWAT.
zh‿vyẽ‿t‿PRÃDR‿eũ‿bõ‿bẽ‿SHÔ.

2. *How Is Your French* **u**? Are you making the French **u** sound in a way that satisfies your Guide, or that sounds like the French voice on the records? Be sure that you are not making a sound like the *u* in English *excuse*, nor like the *u* in *Peru*. Remember that the French sound which we spell *u* is, as we have pointed out, not like any sound we have in English. If you have difficulty making it, listen to your Guide or records; then practice pronouncing French

u by making the sound of *ee* in *bee* with your lips puckered up and stuck way out. (If you have a hard time sticking out your lips, try putting a pencil in your mouth, pushing out your lips around the pencil, then withdrawing the pencil, then pronounce the *ee* of *bee* through the round space which you now have between your lips.) Practice the French **u** sound in these expressions:

PRACTICE 2

l‿uZIN	the factory	ẽũ‿buRÔ	an office
l‿nuneRÔ	the number	məSYEU‿duBWA	Mr. Dubois
la‿RU	the street	zh‿etuDI	I study
l‿uniFORM	the uniform	õ‿parl‿ãGLE‿plus‿kə‿frãSE.	One speaks English more than French.
lez‿etaz‿uNI	the United States		

SECTION B — WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study

1. *How The French Say* "to sell." Let's consider these verbs, which we have learned in this and earlier units.

General Form		*We*	*You*	*I*
VÃDR	to sell	nou‿vãDÕ	vou‿vãDE	zh‿VÃ
deSÃDR	to go down		vou‿desãDE	
METR	to put			

How are these forms put together?

Here we have three verbs, with an infinitive ending in *-r*. Again, we first try to get at the root of the verb, which we can find by taking all of the infinitive except the *r* at the end; and so we get the root *vãd-* for "sell," *desãd-* for "go down," and *met-* for "put." From here on, it is easy sailing: these roots behave just like the roots of verbs that have an infinitive in *-ir* (such as *part-ir*).

il‿VÃ	he sells	zh‿ME	I put
zh‿deSÃ	I go down	il‿ME	he puts
il‿deSÃ	he goes down		

The expressions for "I" and "he" (and, of course, also "she") are just the root without the last consonant.

nou‿desãDÕ   we go down   nou‿meTÕ   we put

The expressions for "we" are just the root with *-Õ* added.

vou‿vãDE   you sell   vou‿desãDE   you go down

The expressions for "you" are just the root with -E added.

il‿VÃD	they (*m.*) sell
il‿deSÃD	they (*m.*) go down
el‿MET	they (*f.*) put

And the forms for "they" are equivalent to just the root alone.

2. *How They Say* "I sell some" *in French.* One of the expressions we have learned in this unit is *zh‿ã‿VÃ* "I sell some." For "we sell some," as you will remember too, we say *nouz‿ã‿vãDÕ.* Here we have the forms that we already know for "I sell" and "we sell," but with something new, the sound *ã,* in between the pronoun and the verb. This *ã* means "some" or "any" — of it, of them, of anything you're talking about — and always comes, in an ordinary statement, just before the verb itself. So to say "I take some," you can say *zh‿ã‿PRÃ; il‿ã‿MÃZH* is "he eats some"; and so on. If the verb itself begins with a vowel sound, the French use *ãn: il‿ãn‿A* "he has some." In a question where the verb and pronoun are turned around, the *ã* or *ãn* still comes before the verb: *ã‿voule‿VOU?* "Do you want some?" *n‿ã‿voule‿vou‿PA?* "Don't you want any?"

2. Covering English and French of Word Study

Give the English equivalents of all French expressions in the Word Study and the French for all the English. This is individual study.

3. Review of Basic Sentences

Further oral practice with the first part of the Basic Sentences.

SECTION C — REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Further oral practice with the second part of the Basic Sentences.

Check your knowledge of the meaning of all words and phrases in the Basic Sentences. This is individual study.

3. What Would You Say?

I. Say the following sentences without any hesitation, after making sure that you can supply the French for the English words in parentheses:

1. (*Do you sell*) dez‿uniFORM‿pour‿la‿maRIN? —wi, məSYEU, zh‿(*of them*) VÃ. 2. aseye‿vou‿sur‿set‿(*chair*), pa‿dã‿s‿(*armchair*) ki‿n‿e‿pa‿BÕ. 3. e‿s‿k‿il‿y‿a‿bôkou‿d‿BRUI‿dã‿votr‿(*room*) pãdã‿la‿NUI? 4. « s‿e‿pour‿le‿SHFEU, ou‿pour‿la (*shave*)? » m‿a‿di‿l‿kwaFEUR. 5. i‿n‿fô‿pa‿mõTE, il‿fô‿(*go down*). 6. dã‿kel‿LI‿(*do you sleep*)? 7. vou‿dmãDE‿eũ‿(*razor*) elekTRIK? 8. « zh‿e‿fiNI‿t‿siRE‿vô‿(*shoes*) » a‿di‿l‿siREUR. 9. dezire‿vou‿un‿bon‿frikSYÕ‿apre‿vot‿(*cut*) də‿SHFEU? 10. (*Do you want*) vou‿metr‿kelkə‿SHÔZ‿sur‿vô‿shfeu‿GRI?

II. Pick out the right line.

1. *John tells the barber that he wants a haircut:*
   - *a*) me‿SHFEU‿sõ‿trô‿KOUR.
   - *b*) zh‿voudre‿un‿koup‿də‿SHFEU.
   - *c*) koupe‿mwa‿la‿BARB.
   - *d*) l‿kwaFEUR‿koup‿le‿SHFEU.

2. *The barber asks him if he wants a shave:*
   - *a*) vot‿barb‿e‿NWAR.
   - *b*) et‿vou‿raZE?
   - *c*) s‿e‿pour‿la‿BARB?
   - *d*) nə‿m‿koupe‿pa‿avek‿vot‿raZWAR.

3. *John says that he doesn't want a scalp massage:*
   - *a*) voule‿vou‿un‿frikSYÕ?
   - *b*) pa‿t‿frikSYÕ, s‿il‿vou‿PLE.
   - *c*) me‿SHFEU‿sõ‿LÕ.
   - *d*) vot‿barb‿e‿LÕG.

4. *John asks the barber if he sells safety razors:*
   - *a*) vãde‿vou‿de‿raZWAR‿mekaNIK?
   - *b*) nouz‿ã‿vãDÕ.
   - *c*) done‿eũ‿pourBWAR‿ô‿garSÕ.
   - *d*) ave‿vou‿de‿raZWAR‿elekTRIK?

III. How do you say in French:

1. I believe that there's a laundry opposite the railroad station. 2. We go down the street. 3. You go up the street. 4. They (*m.*) put some water on their

them). 7. We don't sell any (of them). 8. Ask a policeman where there's a cleaner. 9. Take the sec-

outside the door of my room.

SECTION D — LISTENING IN

1. What Did You Say?

With the other members of the group, give orally your responses to the previous exercise as the Leader calls for them.

2. Word Study Check-up

Give the French for all English equivalents in the Word Study as the Leader calls for it.

3. Listening In

1. *John speaks to the hotel attendant about shining his shoes.*

ZHÃ — garSÕ, voudrye‿vou‿siRE‿me‿souLYE, s‿il‿vou‿PLE?
il‿sõ‿SAL.
l‿garSÕ — me‿WI, mSYEU.
mete‿le‿a‿la‿PORT‿d‿vot‿SHÃBR, sə‿SWAR.
sh‿sir‿touZHOUR‿le‿souLYE‿pãdã‿la‿NUI.
ZHÃ — s‿e‿tre‿BYẼ.

(*In the morning*)

ZHÃ — garSÕ, vwaye‿se‿souLYE.
il‿sõ‿PROPR, merSI; me‿y‿ãn‿a‿eũ‿NWAR‿e‿eũ‿BREŨ.
l‿garSÕ — parDÕ, mSYEU.
zhə‿n‿kõprã‿pa‿du‿TOU, me‿pa‿du‿TOU.
y‿a‿ẽun‿ôt‿məSYEU‿ki‿vyẽ‿də‿m‿DIR‿sa‿ôSI.

2. *John asks a policeman for directions about finding a few places in the city.*

ZHÃ — məSYEU‿l‿aZHÃ, pouve‿vou‿m‿DIR‿ou‿il‿y‿a‿un‿blãshisRI, pour‿fer‿lave‿mõ‿LẼZH?
l‿aZHÃ — il‿fô‿desãdr‿la‿RU.
prəne‿la‿deuzyem‿ru‿a‿DRWAT.
il‿y‿a‿un‿blãshisRI‿tou‿PRE.
ZHÃ — e‿ou‿e‿s‿kə‿sh‿PEU‿fer‿netwaYE‿e‿rpaSE‿mõn‿uniFORM?
l‿aZHÃ — vwaYE, il‿y‿a‿ẽũ‿netwaYEUR‿ã‿fas‿d‿iSI.
ZHÃ — ou‿pui‿zh‿prãdr‿ẽũ‿bõ‿bẽ‿SHÔ?
l‿aZHÃ — mõte‿la‿RU.
s‿et‿a‿trwa‿RU‿a‿DRWAT.
ZHÃ — mersi‿BYẼ, msyeu‿l‿aZHÃ.
l‿aZHÃ — a‿vot‿serVIS.

3. *John and a French friend are discussing their work.*

l‿aMI — sh‿komãs‿sə‿SWAR‿a‿fer‿ẽũn‿ôt‿traVAY.
sh‿KRWA‿k‿s‿e‿du‿sal‿traVAY.
il‿y‿a‿bôkou‿t‿sal‿traVAY, LA.
ZHÃ — zhə‿rgret‿bôKOU.
aLOR, il‿y‿a‿bôkou‿t‿sal‿traVAY‿ou‿vouz‿ale‿travaYE?
l‿aMI — WI; s‿e‿dãz‿un‿blãshisRI.

4. *Sergeant Henry Smith is inspecting his platoon.*

l‿serZHÃ — e‿s‿kə‿vou‿vouz‿et‿raZE, solda‿ləBREŨ?
ləBREŨ — WI, serZHÃ; zhə‿m‿sui‿raZE.
l‿serZHÃ — alor‿il‿fô‿vou‿done‿ẽũ‿kõSEY.
kã‿vou‿vou‿raZE, mete‿vou‿plu‿pre‿d‿vot‿raZWAR.

5. *John and Henry are waiting their turn in a barber shop, and are discussing barbers.*

ZHÃ — k‿e‿s‿k‿ẽũ‿kwaFEUR?
ãRI — s‿et‿ẽũn‿OM‿ki‿parl‿touzhour‿tre‿tre‿BYẼ‿e‿ki‿peu‿koupe‿le‿SHFEU‿e‿raZE‿t‿tãz‿ã‿TÃ.
ZHÃ — vwaye‿s‿məSYEU‿ki‿s‿fe‿koupe‿le‿SHFEU!
il‿a‿le‿shfeu‿GRI‿e‿la barbə‿NWAR.
zhə‿n‿kõprã‿pa.
e‿vou, kõprəne‿VOU, ãRI?
ãRI — sh‿KRWA‿kə‿sh‿kõPRÃ.
sa‿barb‿e‿NWAR; s‿e‿k‿el‿a‿diz‿uit‿ã‿d‿MWẼ‿k‿se‿SHFEU.

1. Covering the French of the Basic Sentences

With the French covered, practice until you can speak the French for each English sentence without hesitation. This is individual study.

2. Vocabulary Check-up

Give the French for all the English sentences in the Basic Sentences as the Leader calls for it.

3. Conversation

Suggested Topics

1. You go to a public-bath establishment and ask for a good hot bath; you also ask for a towel (*un‿serVYET*); how much? etc.
2. A bootblack is shining your shoes; you engage him in conversation: where does he live? where was he born? has he enough work?
3. You give your laundry to the laundry girl: please wash it well; when can I have it?
4. You tell the barber that you want your hair cut short; you neither want a shave nor a scalp massage.
5. You buy a razor at a department store: no, neither an electric razor nor a straight one, just a safety one. How much?
6. You tell the barber to take one franc as a tip.

Section F — Conversation (*Cont.*)

Continue conversation. Additional check-up if necessary.

FINDER LIST

Ā	of them
zh‿ă‿VĀ	I sell some of them, I sell them.
aseye‿VOU	sit down
aZHĀ	policeman
BARB *f.*	beard; shave
blăshisRI *f.*	laundry (shop)
BREŨ *m.*	brown
desăDE (vou)	go down (you)
deSĀDR	to go down
DI	said, told
avwar‿DI	to have said
dmăDE (vou)	ask (you)
dmăDE	to ask
doNE	give
done‿MWA	give me

elekTRIK	electric
FAS: ã‿fas‿də (l‿ôTEL)	opposite, facing (the hotel)
fer‿laVE	to cause to be washed
fer‿lave‿mõ‿LÊZH	to have (get) my laundry washed
fiNI (zh‿e)	finished (I have)
sh‿fiNI	I finish, I am finishing
frikSYÕ *f.*	scalp massage
GRI *m.*	gray
kelk(ə)	some
kelkə‿SHÔZ	something
kõSEY *m.*	advice
koup‿də‿SHFEU *f.*	haircut
kouPE	to cut
n‿koupe‿PA	don't cut
KOUR	short
KRWA (sh)	believe (I)
kwaFEUR	barber
laVE	to wash
LÊZH *m.*	laundry (*clothes, linen*)

name)	
LÕ *m.* LÕG *f.*	long
LWẼ	far
lwẽ‿d‿l‿ôTEL	far from the hotel
mekaNIK	mechanical, safety
meTE (vou)	put (you)
METR	to put
me‿WI	yes, of course
mõTE (vou)	go up, ascend (you)
mõTE	to go up
netwaYE	to clean
netwaYEUR *m.*	cleaner
NWAR *m., f.*	black
pãDÃ	during
pãdã‿la‿NUI	during the night
parDÕ	pardon me
PORT *f.*	door
pourBWAR *m.*	tip
PRÃDR	to take
PRE	near
pre‿d‿l‿ôTEL	near the hotel
prəMYE *m.* prəMYER *f.*	first
prəNE (vou)	take (you)
PROPR	clean

PUI‿ZH?	may I?
raZE	shaved; to shave
raZWAR *m.*	razor
rpaSE	to press, iron
RU *f.*	street
SAL	dirty
SHFEU *m. pl.*	hair
SHÔZ *f.*	thing
SIR	shines
siRE	to shine, polish
siREUR	bootblack
souLYE *m.*	shoe
TÃ *m.*	time
t‿tãz‿ã‿TÃ	from time to time, occasionally
TOU	all
pa‿du‿TOU	not at all
uniFORM *m. n.*	uniform
VÃ (zh)	sell (I)
vãDE (vou)	sell (you)
vãDÕ (nou)	sell (we)
VÃDR	to sell
VYẼ (zh)	come (I)
zh‿vyẽ‿t‿PRÃDR	I have just taken

LET'S EAT

SECTION A — BASIC SENTENCES

John Cook has invited his friends Peter and Mary Durand, and Louise Charpentier to dinner. He is looking for a place to eat.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
John	*ZHÃ*	*Jean*
There's a drugstore!	vwaLA‿un‿farmaSI!	Voilà une pharmacie!
Let's go in there.	alõz‿I.	Allons-y.
Mary	*maRI*	*Marie*
Are you sick?	vouz‿et‿maLAD?	Vous êtes malade?
John	*ZHÃ*	*Jean*
No, but I am hungry.	NÕ, me‿zh‿e‿FÊ.	Non, mais j'ai faim.
Peter	*PYER*	*Pierre*
people don't go	õ‿n‿va‿PA	on ne va pas
for eating	pour‿mãZHE	pour manger
In France people don't go into drugstores to eat.	ã‿frãs‿õ‿n‿va‿PA‿dã‿le‿farmaSI‿pour‿mãZHE.	En France on ne va pas dans les pharmacies pour manger.

John	*ZHÃ*	*Jean*
I can't know everything.	zhə‿n‿peu‿pa‿tou‿saVWAR.	Je ne peux pas tout savoir.
do you know a good restaurant	save‿VOU ẽũ‿bõ‿restoRÃ	savez-vous un bon restaurant
Do you know where there's a good restaurant?	save‿vou‿ou‿il‿y‿A‿ẽũ‿bõ‿restoRÃ?	Savez-vous où il y a un bon restaurant?
Louise	*louIZ*	*Louise*
There's a good restaurant!	vwaLA‿ẽũ‿bõ‿restoRÃ!	Voilà un bon restaurant!

(*The four friends go into the restaurant and sit at the table.*)

Mary	*maRI*	*Marie*
There's a lot of noise here.	il‿y‿a‿bôkou‿d‿BRUI‿isi.	Il y a beaucoup de bruit ici.
all the world soup	tou‿l‿MÕD la‿SOUP	tout le monde la soupe
It's because everybody's having soup!	s‿e‿k‿tou‿l‿MÕD‿mãzh‿d‿la‿SOUP!	C'est que tout le monde mange de la soupe!
Peter	*PYER*	*Pierre*
Waiter, the menu, please.	garSÕ, lə‿mNU, s‿il‿vou‿PLE.	Garçon, le menu, s'il vous plaît.
Waiter	*l‿garSÕ*	*Le garçon*
Coming, ladies and gentlemen! Here's the menu.	vwaLA, mesyeu, DAM! vwaSI‿lə‿mNU.	Voilà, messieurs, dames! Voici le menu.
Mary	*maRI*	*Marie*
some fish	du‿pwaSÕ	du poisson
I'd like some soup and fish.	zh‿voudRE‿d‿la‿SOUP‿e‿du‿pwaSÕ.	Je voudrais de la soupe et du poisson.

John	*ZHÃ*	*Jean*
No soup for me, waiter.	pa‿t‿SOUP‿pour‿mwa, garSÕ.	Pas de soupe pour moi, garçon.
Peter	*PYER*	*Pierre*
Why?	pourKWA?	Pourquoi?
John	*ZHÃ*	*Jean*
I've just had my uniform cleaned.	zh‿vyẽ‿t‿fer‿netwaYE‿mõn‿uniFORM.	Je viens de faire nettoyer mon uniforme.
Louise	*louIZ*	*Louise*
That's right; I've just had my dress cleaned, too (*literally*, Yes, and I my dress).	WI, e‿mwa‿ma‿ROB.	Oui, et moi, ma robe.
I don't want any fish.	zhə‿n‿VEU‿pa‿t‿pwaSÕ.	Je ne veux pas de poisson.
I'd like hors d'oeuvres.[1]	zh‿voudRE‿de‿or‿d‿EUVR.	Je voudrais des hors-d'œuvre.
Waiter	*l‿garSÕ*	*Le garçon*
vegetables	leGUM	légumes
What do you want for meat and vegetables?	kə‿voule‿vou‿kom‿VYÃD‿e‿leGUM?	Que voulez-vous comme viande et légumes?
John	*ZHÃ*	*Jean*
I'd like chicken.	zh‿vouDRE‿du‿pouLE.	Je voudrais du poulet.
And fried potatoes.	e‿de‿pom‿də‿ter‿FRIT.	Et des pommes de terre frites.
Mary	*maRI*	*Marie*
I'd like steak.	zh‿vouDRE‿du‿bifTEK.	Je voudrais du bifteck.
And salad.	e‿d‿la‿saLAD.	Et de la salade.
The steaks are tough?	le‿bifTEK‿sõ‿DUR?	Les biftecks sont durs?

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[1] Hors d'oeuvres are relishes or appetizers (radishes, celery, sausage, etc.) served at the beginning of a meal.

Waiter	*l‿garSÕ*	*Le garçon*
Not at all, Madam.	pa‿du‿TOU, maDAM.	Pas du tout, madame.
Louise	*louIZ*	*Louise*
I like roast beef.	MWA, zh‿em‿l‿rosBIF.	Moi, j'aime le rosbif.
Bring me some, and some peas.	aporte‿m‿Ã, e‿de‿pti‿PWA.	Apportez m'en, et des petits pois.
Waiter	*l‿garSÕ*	*Le garçon*
What'll you have to drink?	e‿kom‿bwaSÕ?	Et comme boisson?
John	*ZHÃ*	*Jean*
I am very thirsty.	zh‿e‿tre‿SWAF.	J'ai très soif.
Bring some wine.	aporTE‿du‿VẼ.	Apportez du vin.
Bring some good white wine.	aporTE‿du‿bõ‿vẽ‿BLÃ.	Apportez du bon vin blanc.

Peter	*PYER*	*Pierre*
Don't forget the bread.	n‿oublie‿pa‿l‿PẼ.	N'oubliez pas le pain.
And butter.	e‿l‿BEUR.	Et le beurre.
Mary	*maRI*	*Marie*
truly *or* certainly	vreMÃ	vraiment
good manners at table	d‿bon‿maNYER‿a‿TABL	de bonnes manières à table
Some people certainly don't have good table manners!	vreMÃ, il‿y‿a‿de‿ZHÃ‿ki‿n‿õ‿pa‿d‿bon‿maNYER‿a‿TABL!	Vraiment, il y a des gens qui n'ont pas de bonnes manières à table!

his napkin	sa‿serVYET	sa serviette
around his neck	ôtour‿du‿KOU	autour du cou
Look at that gentleman with his napkin around his neck.	vwaYE‿s‿məsyeu‿LA‿avek‿sa‿serVYET‿ôtour‿du‿KOU.	Voyez ce monsieur-là avec sa serviette autour du cou.
Peter	*PYER*	*Pierre*
He thinks he's at the barber's.	il‿krwa‿k‿il‿e‿she‿l‿kwaFEUR.	Il croit qu'il est chez le coiffeur.
	(After a while)	
John	*ZHÃ*	*Jean*
What would you like for dessert?	kə‿voule‿vou‿kom‿deSER?	Que voulez-vous comme dessert?
Mary	*maRI*	*Marie*
Fruit.	de‿FRUI.	Des fruits.
Louise	*louIZ*	*Louise*
Cheese. And chocolate cake.	du‿froMAZH. e‿du‿gatÔ‿ô‿shokoLA.	Du fromage. Et du gâteau au chocolat.
Peter	*PYER*	*Pierre*
Chocolate ice cream.	d‿la‿GLAS‿ô‿shokoLA.	De la glace au chocolat.
John	*ZHÃ*	*Jean*
Apple pie.	d‿la‿TART‿ô‿POM.	De la tarte aux pommes.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
Mary	*maRI*	*Marie*
I can't eat cheese.	MWA‿zhə‿n‿peu‿pa‿mãzhe‿t‿froMAZH.	Moi je ne peux pas manger de fromage.
Peter	*PYER*	*Pierre*
You've got to force yourself (*literally*, It's necessary to will [it]).	il‿fô‿vouLWAR.	Il faut vouloir.
John	*ZHÃ*	*Jean*
Where there's a will there's a way (*literally*, To have the will is to be able).	vouLWAR‿s‿e‿pouVWAR.	Vouloir, c'est pouvoir.
Mary	*maRI*	*Marie*
But I still don't have to (*literally*, But not to have to).	me‿pa‿dəVWAR.	Mais pas devoir.
Peter	*PYER*	*Pierre*
Waiter, also bring coffee for everybody.	garSÕ, aporte‿ôsi‿du‿kaFE‿pour‿tou‿l‿MÕD.	Garçon, apportez aussi du café pour tout le monde.
John	*ZHÃ*	*Jean*
I'm not hungry any more. I am full.[1]	zh‿n‿e‿plu‿FẼ. sh‿sui‿PLẼ.	Je n'ai plus faim. Je suis plein.
Louise	*louIZ*	*Louise*
one should not say je suis plein	õ‿n‿dwa‿pa‿DIR sh‿sui‿PLẼ	on ne doit pas dire je suis plein
You shouldn't say: "Je suis plein."	õ‿n‿dwa‿pa‿DIR: « sh‿sui‿PLẼ. »	On ne doit pas dire: « Je suis plein. »

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[1] *Je suis plein* really means "I am drunk."

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
one says	õ‿DI	on dit
I have eaten very much	zh‿e‿bôkou‿mãZHE	j'ai beaucoup mangé
You should say: "I have eaten very much."	õ‿DI: « zh‿e‿bôkou‿mãZHE. »	On dit: « J'ai beaucoup mangé. »
John	*ZHÃ*	*Jean*
All right, "J'ai beaucoup mangé."	alor, « zh‿e‿bôkou‿mãZHE. »	Alors, « j'ai beaucoup mangé. »
it's going to be necessary	il‿va‿faLWAR	il va falloir
to make a walk	fer‿un‿promNAD	faire une promenade
We've got to take a walk.	il‿va‿faLWAR‿fer‿un‿promNAD.	Il va falloir faire une promenade.
Peter	*PYER*	*Pierre*
we ought to take a walk	nou‿dvõ‿FER‿un‿promNAD	nous devons faire une promenade
after this good meal	apre‿s‿bõ‿RPA	après ce bon repas
Yes, we ought to take a walk after this good meal.	WI, nou‿dvõ‿FER‿un‿promNAD‿apre‿s‿bõ‿RPA.	Oui, nous devons faire une promenade après ce bon repas.
John	*ZHÃ*	*Jean*
Waiter, the check.	garSÕ, l‿adiSYÕ.	Garçon, l'addition.

Hints on Spelling

1. *Consonants* are also written in a peculiar fashion in French conventional spelling, and often very inconsistently. At the beginning or in the middle of a word, the following sounds are usually written with the same letters as in the simplified spelling and in English:

b d f l m n p r t v

You may find any one of these consonant letters written double but it still indicates only a single consonant sound: *guerre* "war" is pronounced exactly like *guère* "hardly" (both = GER).

The other consonant sounds are written in varying fashions:

Simplified Spelling	*Conventional Spelling*		*Examples*		
g	*g* before the letters *a, o, u*		GÔSH	written	*gauche*
	gu before the letters *e, i*		GER	"	*guerre*
k	*c* before the letters *a, o, u*		kouPE	"	*couper*
	qu before the letters *e, i,* and sometimes *a*		KEL	"	*quel, quelle*
			KATR	"	*quatre*
s	*s* or *c* at the beginning of a word		SWAF	"	*soif*
			SÃ	"	*cent*
	in the middle of a word	*ss*	finiSÕ	"	*finissons*
		x	swaSÃT	"	*soixante*
		c before the letters *e* or *i*	koMÃS	"	*commence*
		ç before the letters *a, o, u*	komãSÕ	"	*commençons*
sh	*ch*		SHÃBR	"	*chambre*
w	usually *ou,* but the combination of sounds **wa** is written *oi*		WI	"	*oui*
			TRWA	"	*trois*
			MWA "me"	"	*moi*
y	usually by *i*		BYẼ	"	*bien*
z	usually by *s* or *x,* sometimes *z*		plezãTRI	"	*plaisanterie*
			deuZYEM	"	*deuxième*
zh	*g* before the letters *e* or *i*		ZHÃ "people"	"	*gens*
	j		ZHÃ "John"	"	*Jean*
			ZHAK "James"	"	*Jacques*

2. "*Silent*" *Consonant Letters* are even more frequent in French conventional spelling than in English. Almost any consonant letter may be written in the middle of a word where no actual sound is pronounced:

SET "seven" is written *sept*
VẼT "twenty" is written *vingt*

At the end of a word, moreover, whenever a consonant letter is written, it almost never corresponds to any consonant sound in actual speech:

aLE "to go" is written *aller*
zh‿VE "I go" is written *je vais*
DEU "two" is written *deux*
ui‿ZHOUR "eight days" is written *huit jours*
ko-MÃ "how" is written *comment*
il‿DON "they give" is written *ils donnent*

Of the consonant letters, *r* and *l* are the ones that most usually do represent actual sounds at the end of a word:

KEL "which" is written *quel* (*m.*) or *quelle* (*f.*)
fiNIR "to finish" is written *finir*

The letter *h* never stands for any actual sound. At the beginning of a word which in real pronunciation begins with a vowel, the letter *h* sometimes indicates that the preceding word must be in the form which is normally used before a word beginning with a consonant:

dã‿ui‿ZHOUR "in eight days" is written *dans huit jours*
ã‿Õ "up above" is written *en haut*
le‿orDEUVR "the hors d'oeuvres" is written *les hors-d'œuvre*

SECTION B — WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study

"I want," "I can," "I should," *etc., in French*

1. Here are some more verb forms we've learned in this lesson and earlier:

kə‿voule‿VOU?	What do you want?
zh‿VEU.	I want.
zhə‿n‿veu‿PA.	I don't want.
zhə‿n‿peu‿PA.	I can't.
nou‿dvõ‿FER‿un‿promNAD.	We should take a walk.
õ‿n‿dwa‿PA‿dir‿SA.	One shouldn't say that.

These verbs don't fit into any of the groups we've set up as yet. They all have a general form which ends in *-war:*

voulWAR	to want
pouvWAR	to be able, can
dəvWAR	ought, should

Furthermore, as you can easily see by comparing the infinitive with the forms in the sentences given in the left-hand column, these verbs have more than one root.

hen the stress falls somewhere else than on the root, we ave:

voul–	as in voulWAR, vou‿vouLE	you want
pouv–	as in pouvWAR, vou‿pouVE	you can
d(ə)v–	as in dəvWAR, nou‿dəVÕ	we ought

nd when the stress falls on the root, we have:

VEUL–	as in zh‿VEU	I want
PEUV–	as in zh‿PEU	I can

nd likewise, for *dəvWAR,* we have the stressed root *WAV*.

Once we have this idea of roots which change accordg to whether they are stressed or not firmly in mind, e can go ahead and make the proper adjustments in hem, in order that we may get our other forms perfectly aturally:

	voulWAR	pouvWAR	dəvWAR
	"to want"	"to be able"	"should," "ought"
e	nou‿vouLÕ	nou‿pouVÕ	nou‿dVÕ
ou	vou‿vouLE	vou‿pouVE	vou‿dVE
hey	il‿VEUL	il‿PEUV	il‿DWAV
	zh‿VEU	sh‿PEU	zh‿DWA
e	il‿VEU	il‿PEU	il‿DWA

After the forms for "they" and for "he," if the next ord in the sentence begins with a vowel, a *t* is put in: *‿veu-t‿a-LE* "he wants to go."

2. Now let's take these sentences:

save‿VOU‿ou‿il‿y‿a‿ eũ‿restoRÃ?	Do you know where there's a restaurant?
zhə‿n‿se‿PA.	I don't know.

This verb for "know," that we see here in *vou‿saVE* "you know" and *sh‿SE* "I know," also has a general form that ends in *WAR:*

savWAR	to know

It also has two roots, *sav–* when the stress is not on the root and *SEV* when the stress is on the root; and it behaves just like the other three verbs we have just studied (voulWAR, pouvWAR, dəvWAR), except that the form for "they" is *il SAV* "they know." So we have:

nou‿saVÕ	we know	sh‿SE	I know
vou‿saVE	you know	il‿SE	he knows
il‿SAV	they know		

3. For "to go," we have the verb *aLE*. This has two roots, *al–* unstressed, and *v–* stressed, with some irregular forms. We have already learned:

alõz‿I	let's go there

and therefore, of course:

nouz‿aLÕ	we go
ou‿ale‿VOU	where are you going?
õ‿n‿va‿PA	one doesn't go

and there are also the forms *il‿VO* "they go" and *zh‿VE* "I go."

4. For "to take," we have the general form *PRÃDR*, which is somewhat like these others in having two roots: *prən–* unstressed and *PRÃD* stressed; but the "they" form is quite irregular and is *il pren.* The other forms are made normally, and we have:

nou‿prəNÕ	we take	sh‿PRÃ	I take
vou‿prəNE	you take	il‿PRÃ	he takes
il‿PREN	they take		

5. We have learned these forms that tell about "doing" something:

kel‿SORT‿t‿traVAY‿fet‿VOU?	What kind of work do you do?
il‿fe‿BÔ.	It makes fine (i.e., It is fine weather).

For the verb "to do," the general form is *FER*, and the unstressed root is *fəz;* the stressed root is *FEZ*, but some of the forms are made just on the root *f–*:

nou‿fəZÕ	we do	sh‿FE	I do
vou‿FET	you do	il‿FE	he does
il‿FÕ	they do		

6. "To say," *DIR*, has only one root, *diz–*, but the one form we have learned — *komã‿dit‿VOU?* "how do you say?" — is irregular. The rest of the verb is regular:

nou‿diZÕ	we say	zh‿DI	I say
vou‿DIT	you say	il‿DI	he says
il‿DIZ	they say		

7. Finally, the form *il FÔ* means "it is necessary." The general form is *falWAR* "to be necessary"; and, as you can see, the "it" form is the only one that is normally used.

2. Covering English and French of Word Study

Give the English equivalents of all French expressions in the Word Study and the French for all the English. This is individual study.

3. Review of Basic Sentences

Further oral practice with the first part of the Basic Sentences.

1. Review of Basic Sentences (*Cont.*)

Further oral practice with the second part of Basic Sentences.

2. Covering the English of Basic Sentences

Check your knowledge of the meaning of all words and phrases in the Basic Sentences. This is individual study.

3. What Would You Say?

I. Pick out the right question or answer:

1. *Peter and Robert are ordering a meal in a restaurant. Peter calls the waiter:*
   - *a*) serVEUZ, s‿il‿vou‿PLE!
   - *b*) alõz‿I.
   - *c*) garSÕ, s‿il‿vou‿PLE!
   - *d*) il‿va‿falWAR‿fer‿un‿promNAD.
2. *The waiter answers:*
   - *a*) zh‿dwa‿aporte‿l‿BEUR‿e‿la‿SOUP.
   - *b*) vwaLA, mesyeu!
   - *c*) zhə‿n‿veu‿plu‿d‿bifTEK.
   - *d*) vou‿pouve‿mãZHE‿du‿pouLE‿e‿d‿la‿saLAD.
3. *Robert asks for the menu:*
   - *a*) zh‿voudre‿l‿adiSYÕ.
   - *b*) il‿y‿a‿mwẽ‿d‿MÕD‿iSI.
   - *c*) lə‿mNU, s‿il‿vou‿PLE.
   - *d*) vwaLA‿d‿la‿tart‿ô‿POM.
4. *Peter orders fish:*
   - *a*) k‿e‿s‿kə‿vou‿vouLE‿kom‿bwaSÕ?
   - *b*) zh‿n‿em‿pa‿s‿garSÕ.
   - *c*) nou‿dVÕ‿pouvwar‿fer‿eũ‿bõ‿rPA.
   - *d*) zh‿vouDRE‿du‿pwaSÕ.
5. *Robert orders steak and fried potatoes:*
   - *a*) zh‿vouDRE‿du‿bifTEK‿e‿de‿pom‿də‿ter‿FRIT.
   - *b*) aporTE‿du‿rosBIF‿e‿du‿froMAZH.
   - *c*) zh‿ve‿PRÃDR‿du‿vẽ‿BLÃ.
   - *d*) du‿deSER‿e‿de‿FRUI‿pour‿MWA.

6. *The waiter asks Robert and Peter if they would like some chocolate cake:*

a) vou‿dve‿mãzhe‿d‿la‿GLAS‿ô‿shokoLA.
b) zh‿em‿le‿leGUM.
c) voudrye‿VOU‿du‿gaTÔ‿ô‿shokoLA?
d) zh‿e‿mãzhe‿trô‿d‿gaTÔ‿ô‿shokoLA, e‿sh‿sui‿maLAD.

7. *The two guests ask for the check:*

a) vou‿peYE‿pour‿le‿or‿d‿EUVR.
b) n‿oublie‿pa‿l‿pourBWAR.
c) n‿mete‿pa‿vot‿serVYET‿ôtour‿du‿KOU.
d) garSÕ, l‿adiSYÕ, s‿il‿vou‿PLE.

8. *They remark that they have eaten very much:*

a) et‿vou‿PLĒ?
b) zh‿e‿bôkou‿mãZHE.
c) nouz‿avõ‿mãZHE‿du‿pouLE‿e‿de‿pti‿PWA.
d) vouLWAR‿s‿e‿pouVWAR.

II. Say each of the following sentences, using the forms for *you, he, we, they* (*m.*) instead of the forms for *zh, zhə,* or *sh:*

1. zh‿ve‿fer‿eũ‿bõ‿rPA. 2. zhə‿n‿se‿pa‿kã‿sh‿peu‿parTIR. 3. zhə‿n‿veu‿pa‿t‿pwaSÕ. 4. zhə‿n‿dwa‿pa‿DIR‿ou‿zh‿VE. 5. sh‿fe‿un‿promNAD.

SECTION D — LISTENING IN

1. What Did You Say?

With the other members of the group, give orally your responses to the previous exercise as the Leader calls for them.

2. Word Study Check-up

Give the French for all English equivalents in the Word Study as the Leader calls for it.

3. Listening In

1. *John and Henry are feeling hungry.*

ZHÃ — zh‿e‿FĒ‿e‿zh‿e‿SWAF.
ãRI — mwa‿ôSI‿zh‿vouDRE‿mãZHE‿e‿BWAR.
ZHÃ — alõ‿FER‿eũ‿bõ‿rPA.
ãRI — vwasi‿un‿farmaSI. alõz‿I.

e‿s‿kə‿vou‿n‿save‿pa‿k‿ã‿FRÃS‿õ‿n‿va‿pa‿dãz‿un‿farmaSI‿pour‿mãZHE?

RI — nõ, zhə‿n‿se‿PA. (*repeat*)

koNE.
õn‿i‿MÃZH‿tre‿BYẼ, vou‿saVE.
il‿e‿PROPR.
s‿n‿e‿pa‿LWẼ.
s‿et‿a‿un‿ru‿a‿GÔSH.

2. *John and Henry speak to one of the waitresses.*

ZHÃ — il‿n‿y‿a‿pa‿d‿garSÕ‿dã‿s‿restoRÃ.
il‿n‿y‿a‿k‿de‿serVEUZ.
ãRI — bõZHOUR, madmwaZEL.
la‿serVEUZ — bõZHOUR, meSYEU.
ZHÃ — vouz‿aVE‿un‿bel‿ROB.
la‿serVEUZ — merSI, məSYEU.
ZHÃ — vouz‿et‿tre‿zhoLI.
la‿serVEUZ — save‿vou‿pourKWA‿zh‿e‿un‿nouvel‿ROB‿e‿du‿ROUZH?
ZHÃ — NÕ, nou‿n‿savõ‿PA.
dit‿nou‿pourKWA.
la‿serVEUZ — s‿e‿k‿le‿bifTEK‿sõ‿DUR.

3. *John and Henry speak about the guests in the restaurant.*

ZHÃ — il‿y‿a‿bôkou‿d‿ZHÃ‿iSI.
ãRI — WI, e‿bôkou‿õ‿d‿bon‿maNYER‿a‿TABL.
ZHÃ — me‿kelkə‿perSON‿õ‿d‿movez‿maNYER, vreMÃ.
vwaye‿s‿məSYEU‿pre‿d‿NOU, avek‿la‿barb‿NWAR.
vwaye‿s‿k‿il‿FE.
ãRI — õ‿n‿dwa‿pa‿METR‿sa‿serVYET‿ôtour‿du‿KOU‿kom‿set‿om‿LA.
ZHÃ — sh‿koNE‿ẽũ‿garSÕ‿d‿restoRÃ / ki‿n‿em‿pa‿le‿ZHÃ‿ki‿õ‿d‿movez‿maNYER.
ẽũ‿zhour‿il‿a‿di / a‿ẽũn‿OM‿a‿tabl‿avek‿sa‿serVYET‿ôtour‿du‿KOU: / « pardõ, məSYEU, s‿e‿pour‿la‿BARB, ou‿pour‿le‿shFEU? »

1. Covering the French of the Basic Sentences

With the French covered, practice until you can speak the French for each English sentence without hesitation. This is individual study.

2. Vocabulary Check-up

Give the French for all the English sentences in the Basic Sentences as the Leader calls for it.

3. Conversation

Suggested Topics

1. You compare notes with a French druggist on French and American drugstores.
2. You complain to a restaurant owner about his place: slow service, not too clean, steaks are tough, not enough butter, etc.
3. You congratulate a restaurant owner about his place.
4. You call down the waiter for spilling soup on your girl friend's dress.
5. You discuss table manners with Mrs. Emily Post.
6. You tell the cook what you like and what you don't like to eat.
7. You speak about Army or Navy food.

SECTION F — CONVERSATION (*Cont.*)

Continue conversation. Additional check-up if necessary.

FINDER LIST

adiSYÕ *f.*	check (*at a restaurant*); addition
aporTE (vouz)	bring (you)
BEUR *m.*	butter
bifTEK *m.*	steak
BLÃ *m.*	white
bwaSÕ *f.*	beverage, drink
deSER *m.*	dessert
dəVWAR	must, ought
DI (õ)	says (one)
DUR	tough, hard
dVE (vou)	must, ought (you)
dVÕ (nou)	must, ought (we)
DWA (zh)	must (I)
EM (zh)	like (I)
faLWAR	to be necessary; must

farmaSI *f.*	drugstore
FẼ *f.*	hunger
zh‿e‿FẼ	I am hungry
FRIT *f.*	fried
pom‿də‿ter‿FRIT	fried potatoes
froMAZH *m.*	cheese
FRUI *m.*	fruit
gaTÔ *m.*	cake
du‿gaTÔ‿ô‿shokoLA	some chocolate cake
KOU *m.*	neck
KRWA (il)	believes (he)
LA	there
s‿məsyeu LA	that gentleman there
leGUM *m.*	vegetable
maLAD	sick
maNYER *f.*	manner
mãZHE	to eat; eaten
mNU *m.*	menu
MÕD *m. sing.*	world, people
or‿d‿EUVR *m.*; *generally pl.*	hors d'oeuvre, relishes
ôTOUR‿d *prep.*	around
oubliE (vouz)	forget (you)
n‿oublie‿PA	don't forget
PLẼ *m.*	full
PLU	more
n . . . PLU	not . . . any more, no more, no longer
zh‿n‿e‿plu‿FẼ.	I am not hungry any more.
POM *f.*	apple
pouLE *m.*	chicken
pouVWAR	to be able; can; may
promNAD *f.*	walk
fer‿un‿promNAD	to take a walk
PWA *m.*	pea
de‿pti PWA	some peas
pwaSÕ *m.*	fish
ROB *f.*	dress
rosBIF *m.*	roast beef
ROUZH *m. n.*	rouge
rPA *m.*	meal
fer ẽu rPA	to have (take) a meal
saLAD *f.*	salad
saVE (vou)	know (you)
save‿VOU?	do you know?
serVYET (dəTABL) *f.*	napkin
shokoLA *m.*	chocolate
SOUP *f.*	soup
SWAF *f.*	thirst
zh‿e‿SWAF.	I am thirsty.
TART *f.*	pie, tart
d‿la‿tart‿ô‿POM	(some) apple pie
tou‿l‿MÕD *m. sing.*	everybody
VA (õ)	goes (one)
õ‿n‿va‿PA	people don't go
il‿va‿faLWAR	it's going to be necessary
VE (zh)	am going, go (I)
VẼ *m.*	wine
VEU (zh)	want (I)
vouLWAR	to want, wish; to have a (the) will
vreMÃ	truly, certainly
vwaLA	there is, there are, see there

SEEING THE SIGHTS

SECTION A — BASIC SENTENCES

John Cook and his three French friends are taking a walk after leaving the restaurant.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
Louise	*louIZ*	*Louise*
Where are we going?	ou‿alõ‿NOU?	Où allons-nous?
Mary	*maRI*	*Marie*
Let's take a walk.	fəzõ‿un‿promNAD.	Faisons une promenade.
John	*ZHÃ*	*Jean*
let's go see	alõ‿VWAR	allons voir
Let's go and see the city.	alõ‿VWAR‿la‿VIL.	Allons voir la ville.
Peter	*PYER*	*Pierre*
let's go on foot	alõ‿a‿PYE	allons à pied
as far as the park	zhusk‿ô‿PARK	jusqu'au parc
Let's walk as far as the park.	alõ‿a‿PYE‿zhusk‿ô‿PARK.	Allons à pied jusqu'au parc.
Mary	*maRI*	*Marie*
It's not far.	s‿n‿e‿pa‿LWẼ.	Ce n'est pas loin.
It's five hundred meters from here.	s‿et‿a‿sẽ‿sã‿METR‿d‿iSI.	C'est à cinq cents mètres d'ici.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
John	*ZHÃ*	*Jean*
I like this wide street	zh‿EM‿set‿larzh‿RU	j'aime cette large rue
with its trees	avek‿sez‿ARBR	avec ses arbres
I like this wide street with its trees.	zh‿EM‿set‿larzh‿RU‿avek‿sez‿ARBR.	J'aime cette large rue avec ses arbres.
It has nice houses,	el‿a‿d‿bel‿meZÕ,	Elle a de belles maisons,
and fine stores,	e‿d‿bô‿magaZẼ,	et de beaux magasins,
and big cafés.	e‿d‿grã‿kaFE.	et de grands cafés.
(*After a while*)	(*apre‿kelkə‿TÃ*)	(*Après quelque temps*)
Louise	*louIZ*	*Louise*
I'm tired.	sh‿sui‿fatiGE.	Je suis fatiguée.
Mary	*maRI*	*Marie*
I'm a little tired, too.	mwa‿ôSI, sh‿sui‿eũ‿peu‿fatiGE.	Moi aussi, je suis un peu fatiguée.
John	*ZHÃ*	*Jean*
Such is life!	s‿e‿la‿VI!	C'est la vie!
Peter	*PYER*	*Pierre*
let's sit down	aseyõ‿NOU	asseyons-nous
Let's sit down on the chairs in the park.	aseyõ‿NOU‿sur‿le‿SHEZ‿du‿PARK.	Asseyons-nous sur les chaises du parc.
(*They sit down.*)	(*il‿s‿aSEY.*)	(*Ils s'asseyent.*)
Louise	*louIZ*	*Louise*
It's comfortable here.	õn‿e‿BYẼ‿iSI.	On est bien ici.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
John	*ZHÃ*	*Jean*
What are you thinking of, Peter?	a‿kwa‿pãse‿VOU, PYER?	A quoi pensez-vous, Pierre?
Peter	*PYER*	*Pierre*
I think	sh‿PÃS	je pense
to the Victory	a‿la‿vikTWAR	à la Victoire
I'm thinking of Victory, which is coming.	sh‿PÃS‿a‿la‿vikTWAR‿ki‿VYẼ.	Je pense à la Victoire qui vient.
I feel myself	zhə‿m‿SÃ	je me sens
I feel ten years younger.	zhə‿m‿SÃ‿diz‿Ã‿plu‿ZHEUN.	Je me sens dix ans plus jeune.
John	*ZHÃ*	*Jean*
How old are you, Peter?	kel‿AZH‿ave‿VOU, PYER?	Quel âge avez-vous, Pierre?
Peter	*PYER*	*Pierre*
I'm thirty-four years old.	zh‿e‿trãt‿katr‿Ã.	J'ai trente-quatre ans.
in thousand nine hundred nine	ã‿mil‿neuf‿sã‿neuf	en mil neuf cent neuf
I was born in nineteen hundred and nine.	sh‿sui‿NE‿ã‿mil‿neuf‿sa‿neuf.	Je suis né en mil neuf cent neuf.
When were you born, John?	kã‿et‿vou‿NE, ZHÃ?	Quand êtes-vous né, Jean?
John	*ZHÃ*	*Jean*
I was born in nineteen twenty-one.	sh‿sui‿NE‿ã‿mil‿neuf‿SÃ‿vẽt‿e‿ẽũ.	Je suis né en mil neuf cent vingt et un.
Peter (getting up)	*PYER (sə‿lVÃ)*	*Pierre (se levant)*
Get up.	ləve‿VOU.	Levez-vous.
to take a taxi	prãdr‿ẽũ‿takSI	prendre un taxi
We're going to take a taxi.	nouz‿alõ‿prãdr‿ẽũ‿takSI.	Nous allons prendre un taxi.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
Mary	*maRI*	*Marie*
one goes	õ‿VA	on va
to promenade oneself in a taxi	s‿promNE‿ã‿takSI	se promener en taxi
We're going to ride in a taxi.	õ‿va‿s‿promNE‿ã‿takSI.	On va se promener en taxi.
Louise	*louIZ*	*Louise*
That's it!	s‿e‿SA!	C'est ça!
Let's ride in a taxi.	promnõ‿nou‿ã‿takSI.	Promenons-nous en taxi.
Mary	*maRI*	*Marie*
Let us go up	mõTÕ	montons
to the top	ô‿Ô	au haut
of the hill	d‿la‿koLIN	de la colline
Let's go up to the top of the hill.	mõtõ‿ô‿Ô‿d‿la‿koLIN.	Montons au haut de la colline.
John	*ZHÃ*	*Jean*
Come and see the beautiful view.	vne‿VWAR‿la‿bel‿VU.	Venez voir la belle vue.
What beautiful (and high) mountains over there!	kel‿BEL‿e‿ÔT‿mõTAÑ‿laBA!	Quelles belles (et hautes) montagnes là-bas!
Louise	*louIZ*	*Louise*
Look at the old castle.	vwaYE‿l‿vyeu‿shaTÔ.	Voyez le vieux château.
Peter	*PYER*	*Pierre*
It's still white.	il‿et‿ãkor‿BLÃ.	Il est encore blanc.
John	*ZHÃ*	*Jean*
Look at that old church up there.	vwaYE‿set‿vyey‿eGLIZ‿ã‿Ô.	Voyez cette vieille église en haut.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
Mary	*maRI*	*Marie*
There's the new harbor.	vwaLA‿l‿nouvô‿POR.	Voilà le nouveau port.
And the new church down below.	e‿la‿nouvel‿eGLIZ‿ã‿BA.	Et la nouvelle église en bas.
John	*ZHÃ*	*Jean*
The harbor is full of ships.	l‿por‿e‿plẽ‿d‿baTÔ.	Le port est plein de bateaux.
I know all about those ships.	sh‿kone‿tou‿se‿baTÔ.	Je connais tous ces bateaux.
they have destroyed	ilz‿õ‿deTRUI	ils ont détruit
many enemy ships	bôkou‿d‿batô‿enMI	beaucoup de bateaux ennemis
They have destroyed many enemy ships.	ilz‿õ‿deTRUI‿bôkou‿d‿batô‿enMI.	Ils ont détruit beaucoup de bateaux ennemis.
Peter	*PYER*	*Pierre*
I remember myself	zhə‿m‿souVYẼ	je me souviens
of the battle	d‿la‿baTAY	de la bataille
I remember the battle.	zhə‿m‿souVYẼ‿d‿la‿baTAY.	Je me souviens de la bataille.
Do you remember it, Mary?	vouz‿ã‿souvne‿VOU, maRI?	Vous en souvenez-vous, Marie?
Mary	*maRI*	*Marie*
I remember it.	zh‿m‿ã‿souVYẼ.	Je m'en souviens.
Louise	*louIZ*	*Louise*
the Germans	lez‿alMÃ	les Allemands
all a part	tout‿un‿parTI	toute une partie
The Germans have destroyed a whole section of the city.	lez‿alMÃ‿õ‿deTRUI‿tout‿un‿parTI‿d‿la‿VIL.	Les Allemands ont dé[illegible]it toute une partie de la ville.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
Mary	*maRI*	*Marie*
But we won the battle.	me‿nouz‿avõ‿gaÑE‿la‿baTAY.	Mais nous avons gagné la bataille.
We've beaten the Germans.	nouz‿avõ‿batu‿lez‿alMÃ.	Nous avons battu les Allemands.
Louise	*louIZ*	*Louise*
They're going away from France.	il‿s‿ã‿võ‿t‿FRÃS.	Ils s'en vont de France.
Everybody's happy.	tou‿l‿MÕD‿et‿euREU.	Tout le monde est heureux.
We're going to win the war.	nou‿gañRÕ‿la‿GER.	Nous gagnerons la guerre.
Peter	*PYER*	*Pierre*
let's go and drink something	alõ‿BWAR‿kelkə‿SHÔZ	allons boire quelque chose
Let's have a drink, then.	aLOR, alõ‿BWAR‿kelkə‿SHÔZ.	Alors, allons boire quelque chose.
the mouth	la‿boush	la bouche
My mouth is dry.	zh‿e‿la‿boush‿SESH.	J'ai la bouche sèche.
John	*ZHÃ*	*Jean*
Let's go and drink some good French wine.	alõ‿BWAR‿du‿bõ‿vẽ‿t‿FRÃS.	Allons boire du bon vin de France.
let's drink	buVÕ	buvons
Let's drink to Victory!	buVÕ‿a‿la‿vikTWAR!	Buvons à la Victoire!

Some More Numbers

To the Group Leader: Go through this material in exactly the same way that you have treated the Basic Sentences, repeating each number twice after the Guide or record.

eleven	ÕZ	onze	thirteen	TREZ	treize
twelve	DOUZ	douze	fourteen	kaTORZ	quatorze

fifteen	KẼZ	quinze
sixteen	SEZ	seize
seventeen	disSET	dix-sept
eighteen	diZUIT	dix-huit
nineteen	dizNEUF	dix-neuf
twenty	VẼ(T)	vingt
twenty-one	vẽt‿e‿E͠U	vingt et un
twenty-two	vẽt‿DEU	vingt-deux
thirty	TRÃT	trente
forty	kaRÃT	quarante
fifty	sẽKÃT	cinquante
sixty	swaSÃT	soixante
seventy	swasãt‿DIS	soixante-dix
seventy-one	swasãt‿e‿ÕZ	soixante et onze

seventy-two	swasãt‿DOUZ	soixante-douze
eighty	katrə‿VẼ	quatre-vingts
ninety	katrə‿vẽ‿DIS	quatre-vingt-dix
ninety-one	katrə‿vẽ‿ÕZ	quatre-vingt-onze
(a) hundred	SÃ	cent
(a) hundred and one	sã‿E͠U	cent un
(a) hundred and two	sã‿DEU	cent deux
two hundred	deu‿SÃ	deux cents
two hundred and one	deu‿sã‿E͠U	deux cent un
(a) thousand	MIL	mil, mille
a million	e͠u‿miLYÕ	un million
a billion	e͠u‿miLYAR	un milliard
zero	zerô	zéro *m.*

SECTION B — WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study

1. *I Call Myself John*

Consider carefully these sentences and their exact English equivalents:

zh‿m‿apel‿ZHÃ	I call myself John
sə‿promne‿ã‿takSI	to promenade oneself in a taxi
il‿sə‿proMEN	he promenades himself
el‿sə‿proMEN	she promenades herself
aseyõ‿NOU	let's seat ourselves
ləve‿VOU	raise yourself (*or* yourselves)
il‿sə‿proMEN	they promenade themselves

Some of the English in the above columns is pretty queer, but we made it so on purpose. We want you to see the *exact* meaning of the French, even if it looks funny in English. In all of these sentences, the action involved is one which has its effect on the "self" of the person who is being talked about. Here are the elements of the sentences which, as you can see, mean "self":

mə	myself	nou	ourselves
sə	oneself, himself, herself, themselves	vou	yourself (*or* yourselves)

Before a vowel (and, in rapid speech, before a consonant also) *mə* and *sə* are replaced by *m* and *s*; *nou* and *vou* have an extra *z* added, as we have learned before. These little forms are called "reflexive" pronouns.

You can see also that, in a sentence making a statement, these reflexive pronouns come before the verb. They usually come after *nə* in a negative statement, but before *ã* meaning "of it." So, "we call ourselves" and so forth would be:

nou‿nouz‿aPLÕ	we call ourselves
vou‿vouz‿aPLE	you call yourself (*or* yourselves)
il‿s‿aPEL	they call themselves
zh‿m‿aPEL	I call myself
il‿s‿aPEL	he calls himself
el‿s‿aPEL	she calls herself

For "we do not call ourselves," and so on, we would have:

nou‿n‿nouz‿aplõ‿PA	we do not call ourselves
vou‿n‿vouz‿aple‿PA	you do not call yourself (*or* yourselves)
	etc.

When you are asking a question and turning around the verb and its subject, the reflexive pronouns remain in front of the verb:

komã‿vouz‿aple‿VOU? How do you call yourself?

Often the expression with a reflexive verb has to be used in French where in English we would use an ordinary verb. So we have such expressions as these:

zh‿m‿aPEL.	I call myself = I am called.
zhə‿m‿souVYÊ‿d‿la‿baTAY.	I remember myself of the battle = I remember the battle.
zh‿m‿ã‿souVYÊ.	I remember myself of it = I remember it.
il‿s‿ã‿VÕ.	They go themselves of it = They go away.
promnõ‿NOU.	Let's promenade ourselves = Let's take a walk, a ride, etc.

2. "I call" *in French.* In learning these forms:

nou‿nouz‿aPLÕ	we call ourselves
vou‿vouz‿aPLE	you call yourself (*or* yourselves)
zh‿m‿aPEL	I call myself

and so forth, you have undoubtedly noticed that this verb, just like *pouVWAR*, *dəVWAR*, and so forth, has two forms of the root. When the root of the verb is not stressed, it has the form *apl-:*

aPLE	to call
nouz‿aPLÕ	we call
vouz‿aPLE	you call

But when it is stressed, it has the form *aPEL:*

zh‿aPEL	I call	el‿aPEL	she calls
il‿aPEL	he calls	ilz‿aPEL, elz‿aPEL	they call

A number of verbs which have an infinitive ending in *-E* behave this way. Here are some of them:

ləVE	to raise	nou‿lVÕ	we raise	zh‿LEV	I raise
zhəLE	to freeze	nou‿zhLÕ	we freeze	il‿ZHEL	it freezes
promNE	to promenade	nou‿nou‿promNÕ	we promenade ourselves	zhə‿m‿proMEN	I promenade myself

and also a verb which we shall meet in Unit 11:

ashTE	to buy	nouz‿ashTÕ	we buy	zh‿aSHET	I buy

3. *Some Points About Numbers*

deu‿FRÃ	two francs	deuz‿EUR	two hours		
trwa‿garSÕ	three boys	trwaz‿ãFÃ	three children		
kat‿FAM	four women	katr‿OM	four men	DEU‿e‿DEU KATR	two and two are four
sẽ‿ZHOUR	five days	sẽk‿eTAZH	five floors		
si‿TÃT	six aunts	siz‿ÕKL	six uncles		
ui‿ZHOUR	eight days	uit‿ÔTR	eight others	UIT‿e‿ẼU NEUF	eight and one = nine
neuf‿kiloMET	nine kilometers	neuv‿Ã	nine years		
di‿FRÃ	ten francs	diz‿EUR	ten hours	SẼK‿e‿SẼK DIS	five and five = ten
vẽ‿zheun‿FIY	twenty girls	vẽt‿OM	twenty men		
sã‿solDA	a hundred soldiers	sãt‿Ã	a hundred years		

In the left-hand column are expressions containing certain numbers; in each expression, the noun following the number begins with a consonant sound. In the middle column are expressions containing the same numbers, but in each expression the noun begins with a vowel. Each of these numbers, therefore, has two forms: one for use before words beginning with a consonant, and another for use before words beginning with a vowel (as we pointed out for *KATR* "four" in Unit 1).

In the right-hand column, notice the forms *KATR*, *SẼK*, *UIT*, *NEUF*, *DIS*. These forms — and also *SIS* — are used whenever the numbers occur alone, without any noun following.

lə‿prəmye‿magaZE	the first store
lə‿deuzyem‿eTAZH	the second floor

The word for "first," which you have already learned, is *prəMYER* in the feminine, and *prəMYE* in the masculine. The word for "second," *deuZYEM*, has the same form for feminine and masculine; as you can see, it is simply the form *deuz-* (which, as we noticed on the previous page, is the form used before words beginning with a vowel) with *-YEM* added. The words for "third," "fourth," and so on, are made in just the same way, by adding *-YEM;* if there is a special form of the number for use before a vowel, it is to that form that *-YEM* is added:

third	trwaZYEM	troisième
fourth	kaTRYEM	quatrième
fifth	sẽKYEM	cinquième
sixth	siZYEM	sixième
tenth	diZYEM	dixième
eleventh	õZYEM	onzième
twentieth	vẽTYEM	vingtième
	etc.	

2. Covering English and French of Word Study

Give the English equivalents of all French expressions in the Word Study and the French for all the English. This is individual study.

3. Review of Basic Sentences

Further oral practice with the first part of the Basic Sentences.

SECTION C — REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Further oral practice with the second part of Basic Sentences.

2. Covering the English of Basic Sentences

Check your knowledge of the meaning of all words and phrases in the Basic Sentences. This is individual study.

3. What Would You Say?

I. Give the proper answer to each of the following questions. Make complete sentences.

1. koMĂ‿pouve‿vou‿FER‿un‿promNAD? 2. kel‿SHÔZ‿y‿a‿t‿IL‿dăz‿eũ‿PARK? 3. koMĂ‿et‿vou‿plu‿fatiGE? a‿PYE‿ou‿ă‿takSI? 4. kə‿fō‿le‿ZHĂ‿avek‿le‿SHEZ? 5. kel‿AZH‿ave‿VOU? 6. kă‿et‿vou‿NE? 7. pourkwa‿le‿ZHĂ‿prent‿il‿de‿takSI? 8. kel‿VU‿a‿t‿ō‿du‿Ô‿d‿la‿koLIN, a‿marSEY? 9. k‿e‿s‿k‿il‿y‿A‿dă‿l‿POR? 10. pourkwa‿gañrō‿NOU‿la‿GER?

II. How would you say in French:

1. What's your name? 2. What's her name? 3. My name is John. 4. Her name is Jean. 5. I remember the town where I was born. 6. Let's take a walk. 7. He calls the waiter. 8. The Germans are going away. 9. The church? We remember it. 10. Let's sit down. 11. I was born in nineteen hundred and twenty-two. 12. My room is on the fifth floor. 13. It's three thousand six hundred miles from New York to Paris.

III. Here are incomplete statements, each being followed by three possible conclusions; pick out the correct one and then say the complete sentence good and loud, without any hesitation.

1. də‿la‿fNETR‿də‿ma‿SHĂBR:

a) il‿s‿aSEY.
b) a‿kel‿EUR‿fôt‿il‿k‿ō‿vou‿reVEY?
c) zh‿e‿un‿tre‿bel‿VU.

2. lez‿ARBR‿d‿la‿RU:

a) il‿aPEL‿lə‿numeRÔ‿diz‿UIT.
b) sō‿Ô.
c) vou‿dorME‿ô‿prəMYER‿eTAZH.

3. s‿n‿e‿pa‿LWĔ:

a) du‿nouvô‿POR‿ô‿vyeu‿POR.
b) lə‿LI‿e‿lez‿ôt(r)‿MEUBL.
c) vouLWAR‿s‿e‿pouVWAR.

4. nouz‿avō‿gaÑE:

a) sh‿sui‿fatiGE.
b) un‿grăd‿baTAY.
c) finiSŌ‿par‿la‿SAL‿də‿BĔ.

SECTION D — LISTENING IN

1. What Did You Say?

With other members of the group, give orally your responses to the previous exercise as the Leader calls for them.

2. Word Study Check-up

Give the French for all English equivalents in the Word Study as the Leader calls for it.

3. Listening In

1. *Henry, Robert, and Helen are speaking about their age.*

ăRI — a‿kwa‿păse‿VOU, roBER?
roBER — sh‿PĂS‿kə‿la‿VI‿koMĂS‿a‿karăt‿Ă . . .
eLEN — e‿k‿il‿y‿a‿bôkou‿t‿FAM‿ki‿n‿veul‿pa‿komăSE!
s‿et‿un‿de‿plezătRI‿d‿mŏ‿maRI, serZHĂ‿smit.
MWA, zhə‿m‿souVYÊ‿tre‿byĕ‿d‿mŏn‿AZH.
zh‿e‿karăt‿sĕk‿Ă.
roBER — mwa‿ôSI‿zh‿e‿karăt‿sĕk‿Ă; me‿zhə‿m‿SĂ‿ôsi‿ZHEUN‿k‿ăRI.
ăRI — s‿e‿tre‿BYÊ, SA.
eLEN — pui‿zh‿vou‿dmăDE‿kă‿vouz‿et‿NE, ăRI?
ăRI — sh‿sui‿NE‿ă‿mil‿neuf‿să‿VÊT.
zh‿e‿vêt‿trwaz‿Ă.
eLEN — vouz‿et‿katr‿Ă‿plu‿vyeu‿k‿ma‿FIY.
ăRI — A? ou‿e‿vot‿FIY?
eLEN — el‿traVAY‿a‿marSEY.
el‿va‿vnir‿sə‿SWAR.
ăRI — aLOR, e‿s‿kə‿vou‿m‿permeTE‿də‿m‿promNE / dă‿vot‿bel‿FERM, zhusk‿a‿s‿SWAR?
zh‿voudre‿fer‿la‿koneSĂS‿d‿vot‿FIY.
eLEN — me‿WI.

2. *Philip and James are seeing the sights in a big city.*

ZHAK — prənŏ‿eŭ‿takSI, pour‿n‿pa‿et‿fatiGE.
fiLIP — s‿e‿sa!
zh‿n‿EM‿pa‿ale‿a‿PYE.
(*To a taxi driver*) ale‿lătMĂ.
mŏtE‿zhusk‿ô‿Ô‿d‿la‿koLIN.
ZHAK — vwaLA‿eŭ‿bô‿PARK; et vwaLA‿l‿ôTEL‿də‿VIL.
fiLIP — vwaSI‿un‿larzh‿RU‿avek‿d‿bôz‿ARBR.

ZHAK — e‿d‿grã‿magaZÊ, e‿d‿bel‿meZÕ.
fiLIP — kel‿bel‿VU‿sur‿la‿mõTAÑ‿e‿sur‿l‿nouvô‿
POR!
ZHAK — zh‿em‿VWAR‿s‿batô‿ameriKÊ, ãGLE‿e‿
frãSE.
ilz‿õ‿deTRUI‿le‿batô‿enMI.
e‿s‿kə‿vou‿vouz‿ã‿souvNE?
fiLIP — zhə‿m‿souVYÊ‿d‿la‿baTAY.
nou‿l‿avõ‿gaÑE.
nô‿solDA, nô‿maRÊ‿e‿nôz‿avyaTEUR‿õ‿
baTU‿lez‿alMÃ.
ZHAK — nou‿gañRÕ‿la‿GER . . .
zh‿e‿la‿boush‿SESH.
aseyõ‿NOU‿dã‿s‿kaFE, e‿buvõ‿a‿la‿vikTWAR.
fiLIP — ləve‿VOU, pour‿bwar‿a‿la‿vikTWAR.

3. *Two very, very old gentlemen are seeing the sights.*

l‿prəmye‿vyeu‿məSYEU — promnõ‿NOU‿eũ‿PEU.
vwaYE‿s‿vyeu‿shaTÔ‿
e‿set‿vyey‿eGLIZ, a‿
deu‿sã‿METR.
l‿deuzyem‿vyeu‿məSYEU — zh‿n‿em‿pa‿le‿vyey‿
SHÔZ!
l‿prəMYE — aLOR, vwaYE‿set‿zhoLI‿zheun‿FIY.
l‿deuZYEM — A! zh‿vouDRE‿ãKOR‿avwar‿swaSÃT‿
diz‿Ã!

SECTION E — CONVERSATION

1. Covering the French of the Basic Sentences

With the French covered, practice until you can speak the French for each English sentence without hesitation. This is individual study.

2. Vocabulary Check-up

Give the French for all the English sentences in the Basic Sentences as the Leader calls for it.

3. Conversation

Suggested Topics

1. You invite a young lady to see the sights: "I know the city quite well; we'll ride in a taxi. . . ."
2. You congratulate a park attendant about his park: fine trees, comfortable chairs, no noise, good children, everything neat . . .
3. You are at the top of a hill and explain the view to a buddy.
4. You are tired of walking and sit in a café with a buddy; you order drinks.
5. You discuss the war with your buddy: we have won a big battle, many enemy ships have been destroyed, the Germans are going away from France. Mussolini is out. You drink to the coming victory, also giving a thought to the folks back home.

SECTION F — CONVERSATION (*Cont.*)

Continue conversation. Additional check-up if necessary.

FINDER LIST

ãKOR	still
alMÃ *m.*	German
ARBR *m.*	tree
aSEY: il‿s‿—	they sit down
aseyõ‿NOU	let's sit down
AZH *m.*	age
kel‿AZH‿ave‿VOU?	how old are you?
baTAY *f.* battle	battle
baTU	beaten
buVÕ	let's drink
deTRUI *m.*	destroyed
eGLIZ *f.*	church
enMI *n., adj.*	enemy
fatiGE	tired
gaÑE	gained, won
gañRÕ: nou‿—	we'll win
kaFE *m.*	café
koLIN *f.*	hill
LARZH	wide
lVÃ: sə‿—	getting up
ləve‿VOU	get up
magaZẼ *m.*	store
METR *m.*	meter (*about* $1\frac{1}{10}$ *yd.*)
meZÕ *f.*	house
mõTAÑ *f.*	mountain
nouVÔ *m.*	new
Ô *m.*	top
ôTEL‿də‿VIL *m.*	city hall

PARK *m.*	park
PÃS: sh‿PÃS‿a	I am thinking of
pãse‿VOU?	do you think?
POR *m.*	harbor
prəNÕ	let's take
promNE: s‿—	to take a walk *or* ride
promnõ‿NOU	let's take a walk *or* ride
PYE *m.*	foot
a‿PYE	on foot
SÃ: zhə‿m‿—	I feel
shaTÔ *m.*	castle
souvne: vouz‿ã‿— VOU?	do you remember it?
souVYẼ: sh‿m‿ã‿—	I remember it.
takSI *m.*	taxi
VI *f.*	life
vikTWAR *f.*	victory
vNIR	to come
VU *f.*	view
VYEU *m.* VYEY *f.*	old
zhusk	as far as; till
zhusk‿ô	as far as the

SHOPPING

Section A — Basic Sentences

Henry Smith is walking along in the city in the company of Paulette, one of Robert Marchand's daughters.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
Henry	*ãRI*	*Henri*
I have need	zh‿e‿bZWẼ	j'ai besoin
of buying	d‿ashTE	d'acheter
I need to buy a lot of things.	zh‿e‿bZWẼ‿d‿ashTE‿bôkou‿t‿SHÔZ.	J'ai besoin d'acheter beaucoup de choses.
will you help me	voule‿vou‿m‿eDE	voulez-vous m'aider
Will you help me buy them?	voule‿vou‿m‿eDE‿a‿lez‿ashTE?	Voulez-vous m'aider à les acheter?
Paulette	*pôLET*	*Paulette*
With pleasure.	avek‿pleZIR.	Avec plaisir.
Henry	*ãRI*	*Henri*
Here's a department store.	vwasi‿eũ‿grã‿magaZẼ.	Voici un grand magasin.
Let's go there.	alõz‿I.	Allons-y.
Paulette	*pôLET*	*Paulette*
Here are socks.	vwasi‿de‿shôSET.	Voici des chaussettes.
A man always needs socks.	eũn‿OM‿a‿touzhour‿bZWẼ‿t‿shôSET.	Un homme a toujours besoin de chaussettes.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
Henry	*āRI*	*Henri*
Yes, I need some badly.	WI, zh‿ān‿e‿grā‿bZWĒ.	Oui, j'en ai grand besoin.
Call a clerk (Call a salesman or a salesgirl).	aple‿eũ‿vāDEUR‿ou‿un‿vāDEUZ.	Appelez un vendeur ou une vendeuse.
Salesgirl	*la‿vāDEUZ*	*La vendeuse*
What size shoes do you take?	du‿kōBYĒ‿shôse‿VOU?	Du combien chaussez-vous?
Henry	*āRI*	*Henri*
I take shoes eight and a half	sh‿SHÔS du‿uit‿e‿dMI	je chausse du huit et demi
I take eight and a half in shoes in America.	sh‿SHÔS‿du‿uit‿e‿dMI‿ān‿ameRIK.	Je chausse du huit et demi en Amérique.
Salesgirl	*la‿vāDEUZ*	*La vendeuse*
That makes forty-two in France.[1]	sa‿fe‿karāt‿DEU‿ā‿frās.	Ça fait quarante-deux en France.
How many pairs of socks do you want?	kōbyē‿t‿PER‿t‿shôSET‿voule‿VOU?	Combien de paires de chaussettes voulez-vous?
Henry	*āRI*	*Henri*
I want three pairs (of them).	zh‿ā‿veu‿trwa‿PER.	J'en veux trois paires.
Salesgirl	*la‿vāDEUZ*	*La vendeuse*
And shoes?	e‿de‿souLYE?	Et des souliers?
Henry	*āRI*	*Henri*
I have enough shoes.	zh‿e‿ase‿t‿souLYE.	J'ai assez de souliers.

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[1] In France sizes are indicated by much larger figures than in America; for shirts, it's about double; hats, size 7 in America is 59 in France; for gloves sizes are the same.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
Paulette	*pôLET*	*Paulette*
Do you need shirts?	vou‿fôt‿il‿de‿shMIZ?	Vous faut-il des chemises?
Henry	*ãRI*	*Henri*
French shirts are too long.	le‿shmiz‿frãSEZ‿sõ‿trô‿LÕG.	Les chemises françaises sont trop longues.
I don't like them.	zhə‿n‿lez‿em‿PA.	Je ne les aime pas.
The Manager	*lə‿zheRÃ*	*Le gérant*
The customer is always right.	lə‿kliÃ‿a‿touzhour‿reZÕ.	Le client a toujours raison.
Henry	*ãRI*	*Henri*
Thank you, sir.	merSI, məSYEU.	Merci, monsieur.
You're very polite.	vouz‿et‿tre‿poLI.	Vous êtes très poli.
The Manager	*lə‿zheRÃ*	*Le gérant*
If you're not polite, you're fired.	si‿õ‿n‿e‿pa‿poLI‿õn‿e‿mi‿a‿la‿PORT.	Si on n'est pas poli, on est mis à la porte.
Paulette	*pôLET*	*Paulette*
a bathing suit	eũ‿kalsõ‿d‿BẼ	un caleçon de bain
Do you need a bathing suit?	e‿s‿k‿il‿vou‿FÔ‿eũ‿kalsõ‿d‿BẼ?	Est-ce qu'il vous faut un caleçon de bain?
Henry	*ãRI*	*Henri*
Yes, I need one.	WI, il‿m‿ã‿fô‿ẼU	Oui, il m'en faut un.
the moths	le‿MIT	les mites
lead	MEN	mènent
a terrible life	un‿vi‿teRIBL	une vie terrible
Moths lead terrible lives, don't they?	le‿MIT‿men‿un‿vi‿teRIBL, n‿e‿s‿PA?	Les mites mènent une vie terrible, n'est-ce pas?

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
Paulette	*pôLET*	*Paulette*
Why?	pourKWA?	Pourquoi?
Henry	*ãRI*	*Henri*
they spend	el‿pas	elles passent
in overcoat	ã‿pardəSU	en pardessus
They spend the winter in a bathing suit and the summer in an overcoat.	el‿pas‿l‿IVER‿ã‿kalsõ‿d‿BẼ‿e‿l‿eTE‿ã‿pardəSU.	Elles passent l'hiver en caleçon de bain et l'été en pardessus.
Paulette	*pôLET*	*Paulette*
Poor moths!	le‿PÔvrə‿MIT!	Les pauvres mites!
Henry	*ãRI*	*Henri*
I hope	zh‿esPER	j'espère
I hope that there aren't any in my overcoat.	zh‿esPER‿k‿il‿n‿y‿ãn‿a‿pa‿dã‿mõ‿pardəSU.	J'espère qu'il n'y en a pas dans mo pardessus.
Paulette	*pôLET*	*Paulette*
Never say *pardessus*.	n‿DIT‿zhaME *pardəSU*.	Ne dites jamais *pardessus*.
Say *capote*.	dit *kaPOT*.	Dites *capote*.
A civilian wears an overcoat.	eũ‿siVIL‿port‿eũ‿pardəSU.	Un civil porte un pardessus.
A soldier, a sailor, or an aviator wears a *capote*.	eũ‿solDA, eũ‿maRẼ‿ou‿eũn‿avyaTEUR‿port‿un‿kaPOT.	Un soldat, un marin ou un aviateu porte une capote.
A woman wears a coat.	un‿FAM‿port‿eũ‿mãTÔ.	Une femme porte un manteau.
Henry	*ãRI*	*Henri*
Thanks.	merSI.	Merci.
I still need	i‿m‿fôt‿ãKOR	il me faut encore
a pair of shorts	eũ‿kalSÕ	un caleçon

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
tobacco	lə‿taBA	le tabac
a cigar	eũ‿siGAR	un cigare
I still have to get a pair of shorts, tobacco, and some cigars.	i‿m‿fôt‿ãKOR‿eũ‿kalSÕ, du‿taBA‿e‿de‿siGAR.	Il me faut encore un caleçon, du tabac et des cigares.
Paulette	*pôLET*	*Paulette*
Let's go to the cigar store.	alõ‿ô‿deBI‿t‿taBA.	Allons au débit de tabac.
It's quite near.	s‿e‿tou‿PRE.	C'est tout près.
Henry	*ãRI*	*Henri*
Give me the packages.	done‿mwa‿le‿paKE.	Donnez-moi les paquets.
Give them to me.	done‿le‿MWA.	Donnez-les-moi.
I want to carry them.	zh‿veu‿le‿por-TE.	Je veux les porter.
Paulette	*pôLET*	*Paulette*
let me	lese‿MWA	laissez-moi
carry of them	ã‿porTE	en porter
a few	kelkəz‿EŨ	quelques-uns
Let me carry some of them.	lese‿MWA‿ã‿porTE‿kelkəz‿EŨ.	Laissez-moi en porter quelques-uns.
the watch	la MÕTR	la montre
What time is it by your watch?	kel‿EUR‿et‿il‿a‿vot‿MÕTR?	Quelle heure est-il à votre montre?
Henry	*ãRI*	*Henri*
It's one o'clock.	il‿et‿un‿EUR.	Il est une heure.
Paulette	*pôLET*	*Paulette*
Already?	deZHA?	Déjà?
I'm late.	sh‿suiz‿ã‿rTAR.	Je suis en retard.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
I must be at the office	zh‿dwaz‿etr‿ô‿buRÔ	je dois être au bureau
at a quarter past one	a‿un‿EUR‿e‿KAR	à une heure et quart
I've got to be at the office at a quarter past one.	zh‿dwaz‿etr‿ô‿buRÔ‿a‿un‿EUR‿e‿KAR.	Je dois être au bureau à une heure et quart.
Henry	*ãRI*	*Henri*
and I'm on duty	e‿MWA‿sh‿sui‿t‿serVIS	et moi je suis de service
at one hour and half	a‿un‿EUR‿e‿dMI	à une heure et demie
And I'm on duty at one thirty.	e‿MWA‿sh‿sui‿t‿serVIS‿a‿un‿EUR‿e‿dMI.	Et moi je suis de service à une heure et demie.
Paulette	*pôLET*	*Paulette*
to this evening	a‿s‿SWAR	à ce soir
at eight hours less the quarter	a‿uit‿EUR‿mwẽ‿l‿kar	à huit heures moins le quart
See you tonight at a quarter of eight?	a‿s‿SWAR‿a‿uit‿EUR‿mwẽ‿l‿KAR?	A ce soir à huit heures moins le quart?
Henry	*ãRI*	*Henri*
O.K.	s‿e‿SA.	C'est ça.

Check Your Pronunciation

1: *How's Your* **eu** *Sound?* Are you making this sound correctly, with your tongue in the position for the *e* sound, and your lips somewhat rounded? Keep imitating your Guide and listening to the records, until you get it in a way that is satisfactory to your Guide, your fellow students, and yourself. Practice it in these words:

PRACTICE 1

deuZYEM
siREUR
vãDEUR
vãDEUZ
serVEUZ
BEUR
zh‿VEU
il‿VEUL‿de‿or‿D‿EUVR

2. *How Are Your Nasal Vowels?* When you pronounce he sounds *ã õ, ẽ,* and *ẽu*, are you giving them a good asal resonance and being careful to distinguish them well rom the sounds *a, o, e,* and *eu* without any nasal sound? Be sure to get them as closely like your Guide's or records' pronunciation as you can. Practice them in these words and expressions:

PRACTICE 2

ã	*õ*	*ẽ*	*ẽu*
zhə‿m‿SÃ	aLÕ	zh‿m‿ã‿souVYẼ	ẽu‿garSÕ
lez‿alMÃ	lə‿pwaSÕ	magaZẼ	BRẼU
la‿VYÃD	parDÕ	PLẼ	ləBRẼU
blãshisRI	mõTE	zh‿e‿FẼ	
zh‿ã‿VÃ	nouz‿iRÕ	l‿ete‿VYẼ	

SECTION B — WORD STUDY AND REVIEW OF BASIC SENTENCES

1. Word Study

. voule‿vou‿m‿eDE?	Do you want to help me?
zhə‿l‿koNE.	I know him.
zhə‿n‿peu‿pa‿l‿DIR.	I can't say it.
prəne‿vou‿la‿SHÃBR?	Do you take the room?
zh‿la‿PRÃ.	I take it.
nouz‿irõ‿vou‿VWAR.	We shall go to see you.
konese‿vou‿se‿ZHÃ‿ laBA? zh‿le‿koNE.	Do you know those people over there? I know them.

In all of these sentences, we have little words meaning me," "him," "it," "you," "them." These little words re called *direct object pronouns*, because the thing which ey indicate receives directly, or is the *direct object* of, whatever action the verb indicates. As you can see, they normally come before the verb in a sentence which makes a statement. For "me," "you," and also for "us" (*nou*), these direct object pronouns are the same as the reflexive pronouns we discussed in Unit 9; for "him" we have the little word *l* or *lə*, for "her" *la;* "it," of course, is either *l* (*lə*) or *la* depending on whether the French noun referred to is masculine or feminine.

ede‿MWA. Help me. aseyõ‿NOU. Let's seat ourselves.

If the verb is used to give a command (that is, is *imperative*), the direct object pronoun follows the verb. In such an expression, the word for "me" is always MWA.

2.	zh‿i‿VE.	I'm going there.
	il‿y‿A.	There is (*literally*, It has there).
	alõz‿I.	Let's go there.

These sentences contain another little word, *i*, which always comes before the verb in an ordinary sentence, and which means "there." It comes nearer the verb than any pronoun such as those we discussed on page 171, but may have *ã* between it and the verb, as in *il‿y‿ãn‿A* "there are some." When a vowel sound follows, *i* is normally replaced by the sound *y*, as in *il y a*.

3.	zhə‿n‿kõprã‿PA.	I don't understand.
	zh‿n‿e‿plu‿FÊ.	I'm not hungry any longer.
	nə‿dit‿zhaME: « sh‿sui‿PLÊ. »	Never say: "I'm full."

All of these sentences are *negative*, that is, they indicate that something does NOT or should NOT take place. Notice that all of them have a little sound *n* before the verb, and then various words after the verb: the first sentence, simply *PA*, which just gives the meaning "not" to the sentence. In the second sentence, the word *PLU* gives the meaning "not any longer" to the sentence, and in the third, *zhaME* gives the meaning "never." In rapid speech, many Frenchmen do not use the *n* before the verb, and simply use *PA*, etc., after the verb to give the negative meaning.

4.	la‿vãDEUZ	the salesgirl	lə‿vãDEUR	the clerk
	la‿serVEUZ	the waitress		
			lə‿siREUR	the bootblack

Here we have some nouns, all of which indicate some person who performs an action. Thus, *la‿vãDEUZ* really means "the woman who sells," and *lə‿vãDEUR* is "the man who sells"; *la‿serVEUZ* is "the woman who serves"; lə‿siREUR is "the man who shines (shoes)." Each noun, as you can see, is related to a verb: *VÃDR* "to sell," *serVIR* "to serve," *siRE* "to shine (shoes)"; and each noun has the ending *-EUZ* if it refers to a woman, *-EUR* if it refers to a man. These endings can be added to almost any verb root, making nouns which indicate someone who performs that action: thus, from *porTE* "to carry" we have *porTEUR* "porter," from *vwayaZHE* "to travel" we have *vwayaZHEUR* "traveler," and so forth.

2. Covering English and French of Word Study

Give the English equivalents of all French expressions in the Word Study and the French for all the English. This is individual study.

3. Review of Basic Sentences

Further oral practice with the first part of the Basic Sentences.

SECTION C — REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Further oral practice with the second part of Basic Sentences.

2. Covering the English of Basic Sentences

Check your knowledge of the meaning of all words and phrases in the Basic Sentences. This is individual study.

3. What Would You Say?

I. The following sentences will make up an anecdote after you have restored them to a natural order. Get the anecdote straight and tell it to the class with vim.

1. « MWA, məSYEU; sə‿SWAR, a‿uit‿EUR‿mwẽ‿l‿KAR. »
2. il‿n‿a‿pa‿ashTE‿un‿seul‿SHÔZ
3. vou‿n‿dəVE‿pa‿lese‿parTIR‿eũ‿kliÃ‿avã‿d‿lui‿vãdr‿kelkə‿SHÔZ.
4. eũ‿zheun‿OM‿par‿d‿eũ‿magaZẼ.
5. l‿zheRÃ‿dit‿a‿la‿zhoLI‿vãDEUZ:
6. k‿e‿s‿k‿il‿a‿dmãDE‿a‿VWAR?
7. pourKWA‿s‿məsyeu‿n‿a‿t‿il‿pa‿ashTE‿un‿seul‿SHÔZ?
8. il‿fô‿touzhour‿VÃDR‿kelkə‿SHÔZ‿a‿un‿perSON‿ki‿vyẽ‿dã‿l‿magaZẼ.

II. Speak each of the following sentences after you have made sure which one of the following pronouns and adverbs fits in the blank: m, vou, vouz, le, ã, i (*twice*), touZHOUR, zhaME, trô, kõBYẼ, laBA, lãtMÃ.

1. le‿paKE? zh‿veu‿——‿porTE‿kelkəz‿eũ. 2. vãde‿——‿de‿shMIZ? zhə‿n‿——‿veu‿pa‿LÕG. 3. sh‿kõPRÃ‿l‿frãSE‿kã‿vou‿parLE‿——. 4. vNE‿——‿vwar‿ô‿magaZẼ. 5. zh‿——‿sui‿d‿neuv‿EUR‿a‿douz‿EUR. 6. vou‿n‿ave‿——‿reSÕ. 7. ——‿pour‿le‿souLYE? 8. i‿n‿fe‿pa‿——‿FRWA‿a‿marSEY. 9. e‿s‿kə‿sh‿PEU‿——‿eDE? 10. ki‿sõ‿se‿ZHÃ‿——?

SECTION D — LISTENING IN

1. What Did You Say?

With the other members of the group, give orally your responses to the previous exercise as the Leader calls for them.

2. Word Study Check-up

Give the French for all English equivalents in the Word Study as the Leader calls for it.

3. Listening In

1. *You go into a shoe store.*

l‿vāDEUR — kə‿dezire‿VOU, məSYEU?
VOU — zh‿vouDRE‿un‿per‿t‿souLYE.
l‿vāDEUR — de‿soulye‿NWAR‿ou‿de‿soulye‿BREŪ?
VOU — de‿soulye‿BREŪ.
l‿vāDEUR — du‿kōBYĒ‿shôse‿VOU?
VOU — du‿NEUF.
l‿vāDEUR — koMĀ? du‿NEUF?
vou‿n‿ave‿pa‿l‿PYE‿d‿ēū‿ptit‿āFĀ. (*repeat*)
VOU — s‿e‿du‿NEUF, ān‿ameRIK.
l‿vāDEUR — WI, me‿ā‿FRĀS‿s‿e‿bôkou‿plus‿kə‿SA.
lese‿mwa‿vou‿METR‿se‿soulye‿SI‿ô‿PYE.
s‿e‿du‿karāt‿TRWA.
VOU — sh‿sui‿TRE‿byē‿dā‿se‿souLYE.
l‿vāDEUR — WI. i‿n‿sō‿ni‿trô‿GRĀ‿ni‿trô‿pTI.
VOU — s‿e‿kōBYĒ?
l‿vāDEUR — deu‿sā‿sēkāt‿FRĀ.
VOU — zh‿le‿PRĀ.
l‿vāDEUR — byē, məSYEU.
zh‿ve‿vou‿FER‿ēū‿paKE.
VOU — voudrye‿vou‿l‿FER‿porTE‿she‿MWA?
ôTEL‿du‿pleZIR, katrə-vē‿kaTORZ‿ru‿de‿MIT.
zh‿m‿aPEL‿roBER‿SMIT.
l‿vāDEUR — byē, məSYEU.

2. *James is applying to the manager of a shoe store for a position.*

l‿zheRÃ — si‿un‿DAM‿ki‿vyẽ‿ashTE‿de‿souLYE‿vou‿DI:
« n‿pãse‿vou‿pa k‿eũ‿d‿me‿PYE‿e‿plu‿GRÃ‿k‿l‿ÔTR? »
k‿e‿s‿kə‿vou‿DIT‿aLOR‿a‿la‿DAM?
ZHAK — zh‿DI:
« ô‿NÕ, maDAM.
vou‿n‿ave‿pa‿eũ‿PYE‿plu‿GRÃ‿k‿l‿ÔTR.
vouz‿ave‿eũ‿PYE‿plu‿pTI‿k‿l‿ÔTR. »
l‿zheRÃ — s‿e‿tre‿BYẼ.
zh‿vou‿PRÃ‿kom‿vãDEUR.

3. *Louis meets Philip, who is now a policeman, after being a salesman in the same store with him.*

louI — bõZHOUR, fiLIP.
voule‿vou‿eũ‿siGAR?
fiLIP — avek‿pleZIR.
louI — aLOR, vouz‿eME‿etr‿aZHÃ?
fiLIP — me‿WI.
zh‿n‿e‿pa‿bZWẼ‿d‿et‿tre‿poLI‿kom‿aZHÃ.
louI — a‿WI.
vouz‿ave‿ete‿MI‿a‿la‿PORT‿d‿not‿magaZẼ / pour‿n‿avwar‿pa‿ete‿poLI‿avek‿eũ‿kliÃ, n‿e‿s‿PA?
fiLIP — s‿e‿sa.
dã‿vot‿magaZẼ, le‿kliÃ‿õ‿touzhour‿rezõ.
avek‿lez‿aZHÃ, le‿kliÃ‿n‿õ‿zhaME‿reZÕ.

4. *You go into a department store to buy various articles.*

la‿vãDEUZ — e‿s‿kə‿sh‿PEU‿vouz‿eDE, məSYEU?
VOU — zh‿vouDRE‿kelkə‿SHÔZ‿pour‿le‿MIT.
vwaYE, le‿MIT‿õ‿komãSE‿a‿mãZHE‿mõ‿pardəSU.
la‿vãDEUZ — il‿fô‿DIR « ma‿kaPOT », pa « mõ‿pardəSU ».
vouz‿et‿solDA.
vou‿porTE‿un‿kaPOT.
eũ‿siVIL‿port‿eũ‿pardəSU.
mwa‿sh‿port‿eũ‿mãTÕ.
VOU — merSI, madmwaZEL.
la‿vãDEUZ — vwaSI‿kelkə‿SHÔZ‿pour‿le‿MIT.
VOU — zh‿esPER‿k‿s‿e‿BÕ.
la‿vãDEUZ — s‿et‿ase‿BÕ.
VOU — zh‿voudre‿ôsi‿de‿shMIZ, de‿shôSET‿e‿eũ‿kalSÕ‿d‿BẼ.

la‿vĂDEUZ — s‿et‿ô‿deuZYEM‿eTAZH.
VOU — e‿pour‿du‿taBA?
la‿vĂDEUZ — il‿y‿a‿eŭ‿debi‿t‿taBA‿ă‿FAS‿du‿magaZĔ.
VOU — kel‿EUR‿et‿IL, s‿il‿vou‿PLE?
la‿vĂDEUZ — il‿e‿ŎZ‿eur‿e‿dMI.
VOU — deZHA!
zh‿men‿un‿vi‿teRIBL.
sh‿pas‿lə‿TĂ‿a‿etr‿ă‿rTAR.
zh‿e‿la‿boush‿SESH.
zh‿ve‿bwar‿kelkə‿SHÔZ.
voule‿vou‿vNIR‿avek‿MWA?
la‿vĂDEUZ — nŏ, merSI; zh‿n‿e‿pa‿l‿TĂ.

SECTION E — CONVERSATION

1. Covering the French of the Basic Sentences

With the French covered, practice until you can speak the French for each English sentence without hesitation. This is individual study.

2. Vocabulary Check-up

Give the French for all the English sentences in the Basic Sentences as the Leader calls for it.

3. Conversation

Suggested Topics

1. You discuss with a friend whether or not you have time to go to a department store: What time is it? I am on duty at a quarter of four; I am late; I need a lot of things.
2. You contrast the manners of store managers, clerks, and customers (men and women).
3. You buy shirts: French shirts are too long; aren't there shorter shirts in the store?
4. You compare notes with a store clerk about sizes for shoes, shirts, etc., in France and in America.
5. You complain to the hotel proprietor about moths in your room.
6. You discuss with a salesgirl the French equivalents for "overcoat" and "coat."
7. You buy cigarettes, tobacco, and matches at a cigar store; you express your surprise that you have to pay for matches, and so much.
8. A Frenchman doesn't know what a "five and ten" is. Explain it to him.

Continue conversation. Additional check-up if necessary.

FINDER LIST

aSE	enough
aSE‿t‿souLYE	enough shoes
ashTE	to buy
bZWĒ *m.*	need
avwar‿bZWĒ‿d(ə)	to need
deBI *m.*	retail shop
deZHA	already
d(ə)MI	half
eDE	to help
esPER: sh‿—	I hope
kalSŌ *m.*	pair of shorts
kalSŌ‿d‿BĒ	bathing suit
kaPOT *f.*	overcoat (*of service man*)
KAR *m.*	quarter (¼)
kelkəz‿ẽu	some, a few
kliĀ *m.*	customer
leSE	let, allow
LŌG *f.*	long
māTÔ *m.*	coat (*of woman*), cloak, mantle
MEN	lead (*I*, *they*)
MI *m.*	put
MI‿a‿la‿PORT	fired (*dismissed*)
MIT *f.*	moth
MŌTR *f.*	watch
paKE *m.*	package
pardəSU *m.*	overcoat (*of civilian*)
PAS	spend, pass (*I*, *they*)
PER *f.*	pair
pleZIR *m.*	pleasure
poLI *m. f.*	polite
PORT: il‿—	he wears; he carries
porTE	to carry; wear
PÔVR	poor
reZŌ *f.*	reason
avwar‿reZŌ	to be right
rTAR: etr‿ā‿—	to be late
shMIZ *f.*	shirt
SHÔS: sh‿—‿du‿uit‿e‿dMI	I take 8½ in shoes
shôSE: du‿kōBYĒ‿—‿VOU?	what size shoes do you take?
shôSET *f.*	sock
siGAR *m.*	cigar
siVIL	civilian
taBA *m.*	tobacco
teRIBL	terrible
vāDEUR	store clerk, salesman
vāDEUZ	salesgirl
zhaME; n(ə) . . .‿—	never

REVIEW

SECTION A — WHAT DO YOU KNOW IN FRENCH?

This section is a true-false quiz exactly like the one in Unit 6 (except that the first item will not be treated as a practice item). Prepare paper with numbers from 1 to 75, and have the Guide or records read off the items, each one twice. The Leader will then read out the correct answers (T or F) for each item from the back of the Guide's manual; after the papers are marked, the Leader will figure out the average for the group. Then spend the rest of the period going over the items on which anyone had difficulty. A score of less than 80% or less than the class average (whichever is higher) shows that you need more review of the work in Units 1–11.

SECTION B — PUTTING IT INTO FRENCH

Individual Study: Prepare to give orally the French equivalent of each of the following sentences:

I

1. Do you have a room for me?
2. I like number thirteen, on the second floor.
3. I am going to show you the bathroom.
4. I don't like the furniture.
5. There is a lot of sunshine in your room.
6. I don't want to be up all night.
7. This hotel is cool in the summer.
8. The fire escape is on the left.
9. You pay ten per cent of the check for the service.
10. That's reasonable.

II

11. I am sorry that I did not wake you up.
12. My shoes are dirty.
13. Please shine them.
14. There is a policeman quite near.

15. Where is the laundry?
16. I am going to take a good hot bath.
17. Cut my hair short.
18. Do you sell brown shoes?
19. Give a good tip to the little bootblack.
20. We clean uniforms from time to time.

III

21. Do you like to eat in a drugstore?
22. I would like soup, fruit, and chocolate ice cream.
23. Bring some good white wine.
24. The meat is tough, but the waitress is pretty.
25. I can't eat peas and salad.
26. Ask the waiter for a napkin.
27. I have eaten very much.
28. We must have good table manners.
29. Don't forget the hors d'oeuvres and fried potatoes.
30. Waiter, the check, please.

IV

31. We must take a walk.
32. Let's go as far as the harbor.
33. Look at that old castle.
34. Aren't you a little tired?
35. Let's sit down in that café near the big tree.
36. What are you thinking of?
37. How old are you?
38. I am twenty-one.
39. When were you born?
40. I was born in nineteen hundred and twenty-two.

V

41. I need a lot of things — socks, shirts, et cetera.
42. Let's go and buy them in that department store.
43. With pleasure.
44. Please call that salesgirl over there.
45. What size shoes do you take?
46. I would like three pairs of white shorts.
47. I hope there aren't any moths in my bathing suit.
48. What time is it?
49. It's half past six.
50. Already? I am on duty at a quarter of seven.

SECTION C — HOW DO YOU SAY IT?

Quiz by the Leader on the sentences in Section B, asking various members of the group: "komã‿dit‿vou‿ã‿frãse . . . ?" The Guide, if there is any, checks on pronunciation and on acceptability of French sentences.

SECTION D — PUTTING IT INTO FRENCH

Individual Study: Prepare to give orally the French for each of the following sentences:

I

1. I sleep in a good bed.
2. You sleep on the second floor.
3. He sleeps near the window.
4. We sleep in armchairs.
5. They (*m.*) sleep very well.
6. I leave at nine o'clock this evening.
7. You finish at a quarter past eleven.
8. Are you leaving at half past seven?
9. Brother James, are you sleeping?
10. Does she sleep well?

II

11. "I sell razors," says the barber.
12. Razors? We sell them (some). Do you want one?
13. They are going down the street.
14. I put my shoes outside the door of my room, every evening.
15. We put the laundry here, always.
16. Are you going down with me?
17. Do you take beer? — Yes, I take some.
18. Does she eat cheese? — Yes, she eats some.
19. Has he children? — No, he hasn't any.
20. Do you want some wine? — Yes, I want some.

III

21. One does not go into a French drugstore for eating.
22. Do you know where there is a laundry?
23. Do you want any fish?
24. No, I don't want any.
25. It's necessary to go down the street.
26. You shouldn't say: "I am full."
27. What do you say for "overcoat" in French?
28. I make my bed.
29. He can't tell where his son is.
30. They (*m.*) take beer with their meals.

IV

31. What's his name?
32. What's her name?
33. Do you remember the old church?
34. Yes, I remember it.

35. We buy and sell furniture.
36. There are seventy-three persons who live on the eighth floor.
37. Two hundred and seventy-five.
38. Fourteen hundred and ninety-four.
39. A billion, in the United States and in France, is a thousand million.
40. A billion, in England and in Germany (*ăn‿almañ*), is a million (of) million.

V

41. Do you want to bring me my shoes?
42. French shirts? I don't like them.
43. Come and see me at the office.
44. Sit down in that armchair.
45. Germans? I hope that there aren't any in my town.
46. You are going to the café? I am going there, too.
47. I don't need any socks.
48. I am not thirsty any more.
49. I never kiss the girls.
50. The waitress and the salesgirl are going to the movies with John and me tonight.

SECTION E — HOW DO YOU SAY IT?

Quiz by the Leader on the sentences in Section D, asking various members of the group "komă‿dit‿vou‿ă‿frăse . . . ?" The Guide, if there is any, checks on pronunciation and on acceptability of French sentences.

SECTION F — CONVERSATION

Hold a series of brief conversations (1–2 min.), making sure that all members of the group have a chance to participate. Use as many as possible of the topics of conversations that have been developed in Units 1–11, combining and varying them *ad lib.* A few suggested topics:

1. Having a bootblack shine your shoes and asking where is a laundry, a hotel, a restaurant, etc.
2. Inspecting a room at a hotel.
3. Relatives, friends, and their whereabouts in France.
4. At the barber shop: a shave and a haircut, but no massage, etc.

5. Laying in supplies (shirts, socks, shoes, etc.) at a store.
6. Ordering a full meal in a restaurant. What time is it, and where do we go from here?
7. A walk through the streets, talking about the buildings, parks, and other sights.
8. The weather in various parts of France.
9. How old are you; where are you from; where were you born?
10. Telling jokes in French.
11. Our victory in Sicily (*sisil*), in July and August, 1943.
12. Why Mussolini was fired (*mi a la port*).

GENERAL REVIEW

(Parts I and II)

SECTION A — REVIEW OF NUMBERS

How do you say the following numbers in French:

twenty
thirty
sixty
seventy
eighty
ninety
twenty-one
twenty-two
a hundred and one
a thousand
eleven
ninety-one
fourteen
forty
a hundred and twenty-five billion
nineteen hundred and forty-three
fourteen hundred and ninety-two
seventeen hundred and seventy-six
a hundred and thirty-two million seventy-one

SECTION B — REVIEW OF VERB FORMS

a) Give orally, and in positive statements, the forms for *I*, *he*, *we*, *you*, *they* (*m.*) of the verbs *ETR*, *aVWAR*, *parLE*, *fiNIR*, *deSÃDR*.

b) Give all the forms of the above verbs in negative statements.

c) Make all the forms of the above verbs interrogative.

d) Review of the forms of *vouLWAR*, *pouVWAR*, *dəVWAR*, *saVWAR*, *aLE*, *PRÃDR*, *FER*, *DIR*, *faLWAR*. Say the following sentences after making sure that you can replace the English words by the French equivalents:

1. il — (*wants*) FER un promNAD. 2. sh — (*can*) aLE a PYE zhusk ô PARK. 3. vou — (*should*) pãSE a la vikTWAR ki VYÊ. 4. nou — (*know*) k bôkou d baTÔ ōt ete detrui. 5. il — (*go*) BWAR kelkaSHÔZ. 6. sh — (*take*) touZHOUR de souLYE trô GRÃ. 7. il — (*does*) bôkou t SHÔZ. 8. vou n — (*say*) pa « sh sui PLÊ ». 9. — (*It's necessary*) k zh aSHET de sigaRET.

SECTION C — REVIEW OF PRONOUNS

Say the following sentences, replacing the English words with their French equivalents:

1. ou ashte — (*you*) vôt taBA? 2. — (*I buy it*) ô deBI ki e pre d la blãshisRI. 3. — (*I am going*) etr ã rTAR; — (*there is*) un dəmi EUR kə — (*I am*) dã s restoRÃ. 4. l garSÕ — (*is forgetting me*). 5. WI, — (*he is forgetting you*). 6. — (*Do you see*) la vãDEUZ laBA? 7. WI, — (*I see her*). 8. pyer duRÃ? — (*I don't know him*). 9. lez alMÃ — (*don't like us*), e nou — (*don't like them*). 10. se FAM port də grô paKE. — (*Do you see them*)? 11. ede — (*them*) a — (*carry them*). 12. — (*Sit down*) dã s fôteuy. 13. komã — (*herself*) aPEL la FAM du ferMYE? 14. — (*She is called*) eLEN. 15. e s kə vou — (*yourself*) souvNE d la vyey eGLIZ? 16. NÕ, zhə n — (*myself*) ã souvyẽ pa byẽ. 17. — (*Do you eat*) du froMAZH? 18. — (*I eat some*), me ma fiy n peu pa — (*eat any*).

SECTION D — REVIEW OF ARTICLES AND ADJECTIVES

How do you say in French:

1. Bring me some beer. 2. Don't bring me any beer; bring me wine. 3. We have no wine. 4. Bring me some coffee then. 5. Bad boys don't always make bad jokes. 6. We don't have a good winter. 7. It's a bad year. 8. My boy and the barber's daughter are friends. 9. To what department store do you want to go? 10. Our soldiers have beaten the Germans. 11. Your mother and your sisters in France must be happy. 12. The friend of my friend is my friend. 13. Our hotel is not far from the old harbor. 14. Their customers aren't very polite.

SECTION E — COMPREHENSION

Read the following anecdotes aloud and answer the questions orally:

I

un ptit FIY dəmãd a sa MER:
— pourKWA e s kə PER n a pa t shəVEU?
la MER rePÕ:
— il pãs TRÔ.
aLOR la ptit FIY DI:
— aLOR pourKWA ave vou bôkou t shəVEU?

Questions

1. ki n a pa t shəVEU?
2. ki a bôkou t shəVEU?
3. pourkwa l PER n a t il pa t shəVEU?
4. pourkwa la MER a t el bôkou t shəVEU?
5. la MER a t el byẽ repõDU?

II

trwaz OM sõ dãz eũ kaFE.
l prəMYE DI:
— garSÕ, aporte MWA d la BYER; zh e SHÔ, vou saVE.
l deuZYEM DI:
— garSÕ, aporte MWA d la BYER ôSI; zh e FRWA, vou saVE.
l ôtr OM DI:
— garSÕ, aporte MWA d la BYER ôSI; zh l EM, vou saVE.

Questions

1. ou SÕ le trwaz OM?
2. a KI parlt IL?
3. kə DI l prəMYE?
4. kə DI l deuZYEM?
5. kə DI l ôtr OM?
6. si vou dmãDE d la BYER, kə dit VOU?

III

eũ zheun OM, ki n em pa bôkou parLE, va avek un zheun FIY.
eũ SWAR la zheun FIY lui dMÃD:
— PYER, voule vou et mõ maRI?
l zheun OM repÕ:
« WI », e pui i n parl PLU.
apre kelkə TÃ la zheun fiy DI:
— s il vou PLE, PYER, dit mwa kelkəSHÔZ.
e pyer DI:
— sh PÃS kə zh e trô parLE.

1. k e s kə l zheun OM n em PA?
2. kā la zheun FIY lui dmād t EL s il veu ET sō maRI?
3. k e s k il rePŌ?
4. k e s kə la zheun FIY lui dMĀD aPRE?
5. e k es k il DI aLOR?

IV

eũ zheun OM pas la swaRE she sa bon aMI.
kāt il e l EUR t parTIR, il vwa k il PLEU bôKOU bôKOU.
la mer d la zheun FIY di k il y a un SHĀBR pour LUI, a la meZŌ, e k il DWA koushe LA set NUI.
la MER e sa FIY vōt ā Ô fer lə LI.
lə zheun om PAR pādā s tā LA.
la zheun FIY e sa MER vyent ā BA.
e n VWA pa l zheun OM e s dəMĀD ou il E.
apre kelkə TĀ el vwa l zheun OM dəBOU a la PORT, dəOR.
il e kom eũn OM ki e tōBE dā bôkou d Ô.
« Ô, ZHĀ! ou ave vou eTE? » dmād la MER.
« zh e eTE a la meZŌ prādr mō pizhaMA! »

Questions

1. k el tā fet IL kā l zheun OM dwa parTIR?
2. k e s kə la MER d la zheun FIY dit aLOR ô zheun OM?
3. k e s kə la MER e la FIY vō FER ā Ô?
4. komā e l zheun OM kāt el lə VWA dbou a la PORT, dəOR?
5. k e s kə l zheun OM a ete PRĀDR a la meZŌ?

Section F — Expression

Now close your books and tell the four preceding anecdotes to the class in the usual firm voice which is expected of you.

KEY TO EXERCISES AND TESTS

The following pages give in condensed form a Key to the exercises contained in Section C of each regular Unit, and to the tests and exercises contained in the Review Units.

Each part of the Key is identified by a heading giving the Unit and the Section in which the exercise occurs.

UNIT 2

SECTION C. REVIEW OF BASIC SENTENCES (cont.,

3. **What Would You Say?** (P 37)

1. b
2. a
3. d
4. c
5. a
6. c
7. a
8. b
9. c
10. b
11 b
12. b

UNIT 3

SECTION C. REVIEW OF BASIC SENTENCES (cont.,

3 **What Would You Say?** (P 58)

1. a
2. a
3 c
4 a
5 b
6. b
7. a
8. c
9. a
10. c

UNIT 4

SECTION C. REVIEW OF BASIC SENTENCES (cont.

3 **What Would You Say?** (P 75)

I

1 c
2 d
3. c
4 d
5. b
6 c
7 c
8 c
9. d
10 c
11 c

II

1 b, c, d, a
2 c, b, d, a
3. b, c, d, a, f, e
4. c, e, a, b, d
5. d, a, c, b, e,

SECTION C. REVIEW OF BASIC SENTENCES (cont.)

3. **What Would You Say?** (P. 92)

I.

1. c
2. b
3. c
4. c

II.

un‿FAM‿mo-VEZ (re-zo-NABL, BON, BEL)
ẽũ‿ZHOUR‿FRWA (BŌ, BÔ, mo-VE, SHÔ, u-MID, SEK)
du‿LE‿mo-VE (FRWA, BŌ, SHÔ)
d‿la‿BYER‿SHÔD (mo-VEZ, BON)
d_l_Ō_SHÔD (FRWAD, mo-VEZ, BON, BEL)
ẽũ‿SHIFR‿mo-VE (re-zo-NABL, BŌ, PTI, GRĀ)
de_par-TI‿SHÔD (FRWAD, GRĀD, SESH, mo-VEZ, re-zo-NABL,
u-MID, BON, BEL)
l‿ka-FE‿mo-VE (BŌ, SHÔ)
ẽũ‿kli-MA‿mo-VE (BÔ, BŌ, SHÔ, u-MID, SEK)
un‿ple-zā-TRI‿mo-VEZ (re-zo-NABL, BON, BEL)
l‿SWAR‿mo-VE (BÔ, BŌ, SHÔ, u-MID, SEK)
un‿ROUT‿GRĀD (SESH, mo-VEZ, u-MID, BON, BEL)
ẽũ‿TĀ‿mo-VE (BÔ, BŌ, SHÔ, u-MID, SEK)
du‿VĀ‿mo-VE (BŌ, SHÔ, u-MID, SEK)
de‿gar-SŌ‿mo-VE (BÔ, re-zo-NABL, BŌ, GRĀ)
d‿la‿NEZH·FRWAD (SESH, mo-VEZ, BEL)

III

ẽũ‿bō‿TĀ (ZHOUR, gar-SŌ, SWAR)
un‿bon‿ple-zā-TRI (ā-FĀ, FAM, FIY, ROUT)
la‿grād‿ā-FĀ (FAM, FIY, ROUT)
ẽũ‿grā‿ZHOUR (gar-SŌ, SWAR)
deu‿bon‿ple-zā-TRI (FAM, FIY, ROUT)
l‿bel‿ā-FĀ (OM)
un‿mo-vez‿ple-zā-TRI (ā-FĀ, FAM, FIY, ROUT)
trwa‿bō‿ZHOUR (gar-SŌ, SWAR)
un‿bon‿ple-zā-TRI (ā-FĀ, FAM, FIY, ROUT)
ẽũ‿bō‿TĀ (ZHOUR, gar-SŌ, SWAR)

IV

1. il‿fe‿du VĀ.
2. il‿nə‿PLEU‿pa‿bô-KOU.
3. kel‿TĀ‿fe-t IL ?
4. il‿fe‿du‿so-LEY.
5. i-l‿y‿A‿trwa‿SĀ‿swa-sāt‿sõ‿ZHOUR‿t‿so-LẸY‿pa-r‿Ā.
6. vô‿plẹ-zā-TRI‿sõ mô-VEZ.
7. il‿nə‿fe‿pa‿trô‿FRWA, or i‿n‿fe‿pa‿trô‿FRWA
8. ā‿ROUT !
9. not‿kli-MA‿e‿BÕ.

UNIT 6

SECTION A. WHAT DO YOU KNOW IN FRENCH?

True or False Sentences

I

T 1. There are many Americans.
F 2. There are not many American sailors.
T 3. Men wish to eat.
F 4. You can drink neither milk, coffee, nor beer in a restaurant.
T 5. People don't always eat in a restaurant.
F 6. A waitress can not eat bread.
F 7. A soldier does not want to go to the movies with a girl.

II

T 8. There are toilets in the station.
F 9. To the right is straight ahead.
T 10. The train leaves from the station.
F 11. What time is it? — It is fifty o'clock.
F 12. In French you do not say: "Excuse me".
T 13. The war is not the station.
F 14. Four and five make eight.
F 15. Three and seven are nine.

III

F 16. Miss Louise is a young man.
F 17. "Enchanté de faire votre connaissance" is not French.

T 18. If a man is married he has a wife.
F 19. Young girls are married women.
F 20. Married people are engaged.
F 21. A cook is a carpenter.
F 22. My brother's name is Jacqueline.
F 23. My sister's name is Louis.
F 24. Young girls are always pretty.

IV

F 25. I am a little boy.
T 26. A sailor works for the navy.
F 27. Factory workers always work on a farm.
F 28. People employed in an office are not workers.
F 29. An American woman always has two husbands.
F 30. In war you can always tell what sort of work you are doing.
F 31. The train is in the restaurant.
F 32. Neither soldiers nor sailors are married.
F 33. An office worker does not understand jokes.

V

T 34. Women work too.
F 35. His son is a mother.
F 36. In war a sailor can say on which ship he works.
T 37. The farmer's wife works in the country.
F 38. Girl students eat the movies.
F 39. People don't study with books.
T 40. A cook can have a carpenter for a friend.
F 41. A farmer's wife always studies books about the navy.
F 42. A soldier is in the navy.

VI

F 43. Everybody speaks French in New York.
F 44. The United States has only farmers.
T 45. My uncle is my father's or my mother's brother.
T 46. People speak English in England and the United States.
F 47. All French people speak Spanish.
F 48. An aviator always works for the Red Cross.
F 49. There are no women in the navy.
T 50. Americans don't speak French as well as the French.
F 51. Marseille and Toulon are in America.

VII

F 52. Paris is four miles from Marseilles.
F 53. It is not many kilometers from Chicago to New Orleans.
F 54. There are four days in a year.
F 55. An American is always born in the United States
F 56. Chicago is near San Francisco.
T 57. A married woman has a husband.
F 58. A married man is always a cook.

VIII

F 59. A man brought up in France is a Frenchman.
T 60. Paris is a beautiful city.
T 61. People don't always speak of the weather.
F 62. It is always bad weather in California.
F 63. In France it rains beer.
F 64. The climate of France is very cold.
T 65. In France it is not so warm and not so cold as in the United States.
F 66. It freezes when it is hot.
F 67. Here is some warm snow.
F 68. The part of France where Marseilles is, is damp and cold.

IX

T 69. It is very windy in Chicago.
F 70. It freezes a great deal in California.
F 71. There is always ice on the roads in America.
T 72. It does not rain much in the dry sections of America.
F 73. Soldiers always make reasonable jokes.
T 74. We are not always at war.
F 75. A sheep is a lion.

SECTION B. PUTTING IT INTO FRENCH

I

1. bõ-ZHOUR‿mə-SYEU.
2. ko-mã-t‿a-le‿VOU?
3. tre‿BYẼ‿mer-SI.
4. per-me-te-MWA‿d‿vou‿pre-zã-TE‿mõ-n‿a-MI‿shã‿KOUK.

5. ã-SHÃ-te, mə-SYEU.
6. ou‿E‿la‿GAR, s‿il‿vou‿PLE?
7. la‿GAR‿e‿tou‿DRWA.
8. zhə‿n‿kõ-prã‿PA.
9. par-le‿lãt-MÃ, s‿il‿vou‿PLE.
10. zh‿vou-dre‿mã-ZHE.

II

11. ek-sku-ze‿MWA, ma-DAM; ou‿e‿l‿res-to-RÃ?
12. lə‿res-to-RÃ‿e-t‿a‿DRWAT.
13. mer-SI‿BYẼ.
14. y‿a‿pa‿t‿KWA.
15. zh‿vou-dre‿mã-ZHE‿du‿PẼ, d‿la‿VYÃD, e‿de‿pom‿də‿TER.
16. zh‿vou-dre‿BWAR‿d‿la‿BYER‿e‿du‿ka-FE, PA‿du‿LE.
17. zh‿vou-dre‿de‿si-ga-RET‿e‿de-z‿a-lu-MET.
18. kõ-bye‿pour‿TOU?
19. vou‿DIT « le twa-LET » pour « toilet » ã‿frã-SE.
20. ke-l‿eu-r‿e-t‿IL?

III

21. i-l‿e‿UIT‿EUR.
22. la‿ser-VEUZ‿vou-dre-t‿a-le‿ô‿si-ne-MA‿a-vek‿lə‿sol-DA.
23. ô‿r-VWAR. ã-SHÃ-te‿d‿a-vwar‿fe‿vot‿ko-ne-SÃS.
24. ma‿TÃT‿s‿a-PEL‿ma-RI.
25. lə‿FIS‿d‿sa‿SEUR‿s‿a-pel‿PYER.
26. sõ‿FRER‿n‿a‿PA‿d‿ã-FÃ.
27. e‿s‿ka‿vot-r‿ÕKL‿e‿ma-RYE?
28. nõ, ME‿il‿e‿fyã-SE.
29. le‿zha‿t‿pa-RI‿n‿parl‿pa‿es-pa-ÑOL.
30. kel‿SORT‿də‿tra-VAY‿fet‿VOU?

IV

31. zh‿sui‿fer-MYE.
32. s‿e-t‿œ̃‿bõ‿gar-SÕ.
33. s‿e-t‿œ̃‿ma-RẼ.
34. il‿n‿tra-VAY‿ni‿a‿la‿VIL‿ni‿a‿la‿kã-PAÑ.
35. kõ-mã‿s‿a-PEL‿l‿ô-tr‿ba-TÕ‿sur‿l‿KEL‿vou‿tra-va-YE?
36. zhə‿n‿peu‿pa‿l‿DIR.

37. et‿vou-z‿a-me-ri-KÊ?
38. sŏ‿PE-r‿e-t‿ă-plwa-ye‿d‿bu-RÔ.
39. i-l‿y‿A‿de‿shar-pă‿TYE‿e‿de‿kui-zi-NYE‿sur‿mŏ‿ba-TÔ.
40. nou-z‿e-tu-DYŎ‿de‿LIVR‿sur‿la‿ma-RIN.

V

41. a-ve‿vou-z‿ĕŭ‿bŏ-r‿ă-PLWA?
42. de-zi-re‿vou‿al-e‿ô‿si-ne-MA, mad-mwa-ZEL?
43. də‿KEL‿par-TI‿de-z‿e-ta-z‿u-NI‿et‿VOU?
44. ki‿parl‿fră-SE‿i-SI?
45. kŏ-BYĔ‿y‿a-t‿il‿də‿MIL‿d‿pa-RI‿a‿mar-SEY?
46. i-l‿y‿A‿trwa‿SĂ‿swa-săt‿se‿ZHOUR‿dă-z‿ĕŭ-n‿Ă.
47. kel‿TĂ‿fe-t‿IL?
48. il‿fe‿BÔ.
49. il‿fe‿SHÔ.
50. il‿n‿y‿a‿pa‿d‿GLAS‿sur‿la‿ROUT.

SECTION D. HOW DO YOU SAY IT?

I

1. la‿PER‿e‿la‿MER‿da‿ZHĂ‿a-BIT‿dă-z un‿VIL.
2. l‿ô-tr‿OM‿la‿BA‿e‿l‿a-MI‿d‿ă-RI.
3. le‿ZHĂ‿dă‿l‿res-to-RĂ‿par-l‿a‿la‿ser-VEUZ.
4. le-z‿a-MI‿d‿ZHĂ‿tra-VAY‿sur‿ĕŭ‿ba-TÔ.
5. le-z‿ă-FĂ‿d‿ma‿SEUR‿sŏ‿ZHEUN.
6. zh‿e‿ĕŭ‿FRER‿ki‿tra-VAY‿dă-z‿ĕŭ‿res-to-RĂ.
7. i-l‿y‿A‿ĕŭ‿ô-TEL‿tou‿DRWA.
8. la‿ser-VEUZ‿e-t‿un‿bon‿FIY.
9. zh‿vou-dre‿BWAR‿da‿l‿Ô.
10. zh‿vou-dre‿măZHE‿d‿la‿VYĂD‿e‿de‿pom‿da‿TER.

II

11. ma‿TĂT‿a‿de-z‿ă-FĂ.
12. sŏ-n‿ŎKL‿n‿a‿pa‿d‿ă-FĂ.
13. zhə‿tra-VAY‿dă-z‿u-n‿uZIN.
14. vou‿tra-va-ye‿dă-z‿un‿FERM.
15. il‿tra-VAY‿a‿la‿ka-PAÑ.
16. el‿tra-VAY‿a‿la‿VIL.
17. nou‿tra-va-YŎ‿sur‿ĕŭ‿ba-TÔ.

18. il‿tra-VAY‿dã-z‿ẽũ‿bu-RÔ.
19. el‿tra-VAY‿pour‿la‿krwa‿ROUZH.
20. nou‿mã-ZHÕ‿dã-z‿ẽũ‿res-to-RÃ.

III

21. il‿MÃZH‿du‿PÊ.
22. nou‿n‿mã-zhõ‿PA‿t‿pom‿də‿TER.
23. el‿e-tu-DI‿bô-KOU.
24. il‿ko-MÃS‿a‿sẽ-k‿EUR.
25. sh‿sui‿ma-RÊ.
26. s‿e-t‿ẽũ‿ma-RÊ a-me-ri-KÊ.
27. e-t‿il‿shar-pã-TYE?
28. sə‿n‿e‿pa-z‿ẽũ‿bõ‿kui-zi-NYE.
29. s‿e-t‿u-n‿e-tu-DYÃT‿də‿mar-SEY.
30. zh‿e‿un‿ple‿zã-TRI‿pour‿VOU.

IV

31. i-l‿a‿swa-SÃT‿mou-TÕ.
32. e-l‿a‿ẽũ‿ÕKL‿ki‿a-BIT‿a‿pa-RI.
33. nou-z‿a-võ‿ẽũ‿bõ‿kli-MA; il‿n‿e‿ni‿trô‿SHÔ‿ni‿trô‿FRWA.
34. nou‿som‿dã-z‿un par-TI‿SHÔD‿d la‿FRÃS.
35. vou-z‿e-t‿ẽũ‿mo-ve-z‿OM.
36. il‿ZHEL.
37. il‿nə‿zhel‿PA; or i‿n‿zhel‿PA.
38. il‿n‿pleu‿pa‿bô-KOU.
39. e‿s‿kə‿la‿NEZH‿e‿SESH?
40. e‿s‿kə‿leur‿SHIFR‿sõ‿re-zo-NABL?

V

41. e‿s‿kə‿vou‿n‿et‿pa‿de-z‿e-ta-z‿u-NI?
42. s‿e-t‿un‿mo-ve-z‿a-NE.
43. il-z‿õ-t‿ẽũ‿bõ-n‿i-VER.
44. i-l‿y‿A‿ẽũ‿vã‿SHO‿LA.
45. e‿s‿kə‿l‿kli-MA‿d‿la‿FRÃS‿e‿BÕ?
46. no-z‿e-TE‿n‿sõ‿ni‿SHÔ‿ni‿SEK.
47. leur-z i-VER‿sõ‿trô‿FRWA.
48. nou‿n‿a-lõ‿pa‿a‿mar-SEY.
49. vo‿rout‿sõ‿BEL.
50. kel‿sort‿də‿TÃ‿õ-t‿il?

UNIT 7

SECTION C. REVIEW OF BASIC SENTENCES (cont.)

3. How Would You Say? (P. 115)

I

1. Leurs (mes, ses, nos, vos) parents habitent en Amérique.
2. Voici notre (votre, leur) ami.
3. Bonjour, mon petit garçon!
4. Votre (ma, sa) femme travaille dans une ferme.
5. Notre (votre, leur, ma, sa) mère est très bonne.
6. Notre (votre, leur, ma, sa) tante habite à Paris.

II

1. Comment dites-vous *table* (*té*beul) en français?
2. Comment dites-vous *night table* (*naitt tébeul*, table de nuit) en français?
3. Je dors bien dans mon lit.
4. A quelle heure le train part-il (A quelle heure est-ce que le train part)?
5. Partons-nous pour Toulon?
6. Je finis la chambre.
7. Où est l'incendie?
8. Dans ce mauvais hôtel vous payez un dollar et vous êtes debout toute la nuit.
9. Où est la salle de bain?
10. Je voudrais une chambre pour deux personnes.

III

1. Ma chambre est très commode (est le numéro dix-huit).
2. Le premier étage en France est le deuxième en Amérique.
3. Est-ce que vous dormez dans un bon lit (avec tout ce bruit)?
4. Nous partons par le train de sept heures.
5. Dort-elle bien avec tout ce bruit?
6. Vous voulez une chambre pour combien de personnes?
7. Ils ne dorment pas sur des chaises.
8. Je regrette de n'avoir pas une salle de bain pour vous seul.
9. Une salle de bain est très commode.
10. Les meubles de votre chambre sont-ils beaux?
11. La maitresse parle aux enfants.

UNIT 8

SECTION C. REVIEW OF BASIC SENTENCES (cont.)

3. What Would You Say? (P. 129)

I

1. *Vendez-vous* des uniformes pour la marine? —Oui, monsieur, j'*en* vends. 2. Asseyez-vous sur cette *chaise*, pas dans ce *fauteuil* qui n'est pas bon. 3. Est-ce qu'il y a beauc[illegible] bruit dans votre *chambre*, pendant la nuit? 4. « C'est po[illegible]eveux, ou pour la *barbe?* » m'a dit le coiffeur? 5. Il ne faut pas monter, il faut *descendre*. 6. Dans quel lit *dormez-vous?* 7. Vous demandez un *rasoir* électrique? 8. « J'ai fini de cirer vos *souliers* » a dit le cireur. 9. Désirez-vous une bonne friction après votre *coupe* de cheveux? 10. *Désirez-* (*Voulez-*)vous mettre quelque chose sur vos cheveux gris?

II

1. b
2. c
3. b
4. a

III

1. Je crois qu'il y a une blanchisserie en face de la gare.
2. Nous descendons la rue.
3. Vous montez la rue.
4. Ils mettent de l'eau sur les cheveux.
5. Elle vend des souliers.
6. Elle en vend.
7. Nous n'en vendons pas.
8. Demandez à un agent où il y a un nettoyeur.
9. Prenez la deuxième rue à droite.
10. Je viens de mettre mes souliers à la porte de ma chambre.

UNIT 9

SECTION C. REVIEW OF BASIC SENTENCES (cont.)

3. What Would You Say? (Pp. 145, 146)

I

1. c
2. b
3. c
4. d
5. a
6. c
7. d
8. b

II

1. Vous allez (il va, nous allons, ils vont) faire un bon repas.
2. Vous ne savez pas (il ne sait pas, nous ne savons pas, ils ne savent pas) quand vous pouvez (il peut, nous pouvons, ils peuvent) partir.
3. Vous ne voulez pas (il ne veut pas, nous ne voulons pas, ils ne veulent pas) de poisson.
4. Vous ne devez pas (il ne doit pas, nous ne devons pas, ils ne doivent pas) dire où vous allez (où il va, où nous allons, où ils vont).
5. Vous faites (il fait, nous faisons, ils font) une promenade.

UNIT 10

SECTION C. REVIEW OF BASIC SENTENCES (cont.)

3. What Would You Say? (P. 160)

I

1. Comment pouvez-vous faire une promenade?
   Je peux faire une promenade à pied, en taxi, en bateau, etc.
2. Quelles choses y a-t-il dans un parc?
   Dans un parc il y a de beaux arbres, des chaises, etc.
3. Comment êtes-vous plus fatigué? A pied ou en taxi?
   Je suis plus fatigué à pied (quand je vais à pied).
4. Que font les gens avec les chaises?
   Les gens s'asseyent sur les chaises.
5. Quel âge avez-vous?
   J'ai vingt-deux ans.
6. Quand êtes-vous né?
   Je suis né en mil neuf cent vingt et un.
7. Pourquoi les gens prennent-ils des taxis?
   Les gens prennent des taxis pour aller plus vite (pour ne pas être fatigués).
8. Quelle vue a-t-on du haut de la colline, à Marseille?
   Du haut de la colline, à Marseille, on voit la mer, la ville, des montagnes, un vieux château, etc.
9. Qu'est-ce qu'il y a dans le port?
   Il y a beaucoup de bateaux dans le port.

10. Pourquoi gagnerons-nous la guerre?
Nous gagnerons la guerre parce que notre cause est juste et que nous sommes les plus forts.

II

1. Comment vous appelez-vous? 2. Comment s'appelle-t-elle? 3. Je m'appelle Jean. 4. Elle s'appelle Jeanne. 5. Je me souviens de la ville ou je suis né. 6. Faisons une promenade. 7. Il appelle le garçon. 8. Les Allemands s'en vont. 9. L'église? Nous nous en souvenons. 10. Asseyons-nous. 11. Je suis né en mil neuf cent vingt-deux (en dix-neuf cent vingt-deux). 12. Ma chambre est au quatrième étage. 13. Il y a trois mille six cents milles de New-York à Paris.

III

1. c
2. b
3. a
4. b

UNIT 11

SECTION C. REVIEW OF BASIC SENTENCES (cont.)

3. **What Would You Say?** (P. 173)

I

4. Un jeune homme part d'un magasin.
2. Il n'a pas acheté une seule chose.
5. Le gérant dit à la jolie vendeuse:
7. « Pourquoi ce monsieur n'a-t-il pas acheté une seule chose?
3. Vous ne devez pas laisser partir un client avant de lui vendre quelque chose.
8. Il faut toujours vendre quelque chose à une personne qui vient dans le magasin.
6. Qu'est-ce qu'il a demandé à voir? »
1. « Moi, monsieur; ce soir, à huit heures moins le quart. »

II

1. Les paquets? Je veux *en* porter quelques-uns. 2. Vendez-*vous* des chemises? Je ne *les* veux pas longues. 3. Je comprends le français quand vous parlez *lentement*. 4. Venez *me* voir au magasin. 5. J'*y* suis de neuf heures à douze heures. 6. Vous *n'avez jamais*

raison. 7. *Combien* pour les souliers? 8. Il ne fait pas *trop* froid à Marseille. 9. Est-ce que je peux *vous* aider? 10. Qui sont ces gens *là-bas?*

UNIT 12

SECTION A. WHAT DO YOU KNOW IN FRENCH?

True or False Sentences

I

F 1. There are no rooms in a hotel.
T 2. A bed, a bureau, and a chair are furniture.
F 3. One always sleeps in a bathroom.
F 4. To go downstairs you have to go up.
F 5. You have to go downstairs to go up.
F 6. When you are alone you are with many people.
T 7. Every room in a hotel has a number.
T 8. The third floor is higher than the second floor.

II

F 9. When you wake up you take a bath standing in an armchair.
T 10. In a hotel, in France, you pay also for the service.
F 11. In winter you like a cold room.
F 12. It is convenient to have noise all night.
T 13. The bellboy shows the new customer his room.
T 14. If I love someone very much I am sorry to be away from her.
T 15. When we are tired we finally go to bed.

III

F 16. From time to time the shoes shine the bureau.
T 17. The laundry washed dirty linen.
T 18. When linen is well washed, it is clean.
F 19. One must not have one's uniform cleaned and pressed.
F 20. If you sit down I think that you are standing.
T 21. The barber cuts people's hair and shaves them.
F 22. You don't shave yourself at all with a razor.
F 23. The door of the street is a window.
F 24. If it is near the hotel, it is far from the hotel.

IV

T 25. You give a tip of ten percent to the hotel bellboy.
F 26. A beard comes from a massage.
T 27. There are black shoes and brown shoes.
F 28. A little child has grey hair.
F 29. A policeman sells safety razors in the street.
T 30. " Puis-je vous donner un conseil ", is French.
F 31. A private bathroom is for everyone.
T 32. It is good to know where the fire escape is.
T 33. If you eat too much you may be sick.
T 34. In America you can eat a meal in a drugstore.
F 35. When you are thirsty, you must drink beefsteak and roast beef.
T 36. When you are hungry, you can eat fish or vegetables.
T 37. Chocolate cake is a dessert.
T 38. To wish is to be able. (Where there's a will, there's a way.)
F 39. One must never say: " Garçon, le menu, s'il vous plaît."
T 40. Wine is red or white.
F 41. Americans don't like chicken and apple pie.

F 42. You must always put your napkin around your neck.
T 43. You must have good manners at table.
F 44. You don't go to a restaurant to eat.
F 45. If the waiter brings some cheese, he has forgotten it.
T 46. When I need socks I go and buy some.
T 47. The saleswoman helps the customer buy things.
F 48. Happy people lead a terrible life.
T 49. When you say something you hope that you are right.
F 50. Moths eat razors.
F 51. A civilian wears a soldier's overcoat.
F 52. A woman wears a man's overcoat.

F 53. They sell coats in a cigar-store.
T 54. An hour and a quarter is less than three hours and a half.
F 55. You wear an eight shoe size in shirts.
F 56. If you say: "I am full" you are very polite.
T 57. A husband should help his wife carry her parcels.
T 58. Salesmen who are never polite are fired.

○

F 59. If we are walking, we are in a taxi.
F 60. There are beautiful trees in the water of every harbor.
F 61. Poor people live in castles.
F 62. Boats sit down on the mountain.
F 63. A ninety-four year old husband is still young.
T 64. We shall win the war.
F 65. During the war one has no enemies.
F 66. One never remembers battles.

F 67. The Germans did not destroy houses and churches.
T 68. The station is not the war.
T 69. You feel fine on the top of a beautiful hill.
T 70. We must drink to Victory.
F 71. When you are late you walk slowly.
T 72. You get great pleasure from wearing a good pair of shoes.
T 73. Men have already waged many wars.
T 74. Long socks are not short.
F 75. " Laissez-moi en porter quelques-uns", is German.

SECTION B. PUTTING IT INTO FRENCH

I

1. Avez-vous une chambre pour moi?
2. J'aime le numéro treize, au premier étage.
3. Je vais vous montrer la salle de bain.
4. Je n'aime pas les meubles.
5. Il y a beaucoup de soleil dans votre chambre.
6. Je ne veux pas être debout toute la nuit.
7. Cet hôtel est frais en été.
8. La sortie d'incendie est à gauche.
9. Vous payez dix pour cent de la note (de l'addition) pour le service.
10. C'est raisonnable.

II

11. Je regrette de ne pas vous avoir réveillé (que je ne vous aie pas réveillé).
12. Mes souliers sont sales.
13. Cirez-les, s'il vous plaît.
14. Il y a un agent tout près.

15. Où est la blanchisserie?
16. Je vais prendre un bon bain chaud.
17. Coupez-moi les cheveux court (coupez mes cheveux court).
18. Vendez-vous des souliers bruns?
19. Donnez un bon pourboire au petit cireur.
20. Nous nettoyons les uniformes de temps en temps.

III

21. Aimez-vous manger dans une pharmacie?
22. Je voudrais de la soupe, des fruits et de la glace au chocolat.
23. Apportez-moi du bon vin blanc.
24. La viande est dure, mais la serveuse est jolie.
25. Je ne peux pas manger de petits pois et de salade.
26. Demandez une serviette au garçon.
27. J'ai beaucoup mangé.
28. Nous devons avoir de bonnes manières à table.
29. N'oubliez pas les hors-d'œuvre et les pommes de terre frites.
30. Garçon, l'addition s'il vous plaît.

IV

31. Nous devons faire une promenade.
32. Allons jusqu'au port.
33. Regardez ce vieux château.
34. Est-ce que vous n'êtes pas (N'êtes-vous pas) un peu fatigué?
35. Asseyons-nous dans ce café près du grand arbre.
36. A quoi pensez-vous?
37. Quel âge avez-vous?
38. J'ai vingt et un ans.
39. Où êtes-vous né?
40. Je suis né en mil neuf cent vingt-deux.

V

41. J'ai besoin de beaucoup de choses, chaussettes, chemises, et cætera.
42. Allons les acheter dans ce grand magasin.
43. Avec plaisir.
44. Appelez cette vendeuse là-bas, s'il vous plaît.
45. Du combien chaussez-vous?

46. Je voudrais trois paires de (petits) caleçons blancs.
47. J'espère qu'il n'y a pas de mites dans mon caleçon de bain.
48. Quelle heure est-il ?
49. Il est six heures et demie.
50. Déjà ! Je suis de service à sept heures moins le quart (moins un quart).

SECTION D. PUTTING IT INTO FRENCH

I

1. Je dors dans un bon lit.
2. Vous dormez au premier étage.
3. Il dort près de la fenêtre.
4. Nous dormons dans des fauteuils.
5. Ils dorment très bien.
6. Je pars à neuf heures ce soir.
7. Vous finissez à onze heures et quart.
8. Partez-vous à sept heures et demie ?
9. Frère Jacques, dormez-vous ?
10. Est-ce qu'elle dort bien ?

II

11. « Je vends des rasoirs, » dit le coiffeur.
12. Des rasoirs ? Nous en vendons. En voulez-vous un ?
13. Ils descendent la rue.
14. Je mets mes souliers à la porte de ma chambre, tous les soirs (chaque soir).
15. Nous mettons le linge ici, toujours.
16. Descendez-vous avec moi ?
17. Prenez-vous de la bière ? — Oui, j'en prends.
18. Est-ce qu'elle mange du fromage ? — Oui, elle en mange.
19. Est-ce qu'il a des enfants ? — Non, il n'en a pas.
20 Voulez-vous du vin ? — Oui, j'en veux.

III

21. On ne va pas dans une pharmacie française pour manger.
22. Savez-vous où il y a une blanchisserie ?
23. Voulez-vous du poisson ?

24. Non, je n'en veux pas.
25. Il faut descendre la rue.
26. Vous ne devez pas dire « Je suis plein ».
27. Qu'est-ce que vous dites pour « ôveukôte » (pardessus) en français ?
28. Je fais mon lit.
29. Il ne peut pas dire où est son fils (où son fils est).
30. Ils prennent de la bière avec leurs repas (en mangeant).

IV

31. Comment s'appelle-t-il (Quel est son nom) ?
32. Comment s'appelle-t-elle ?
33. Est-ce que vous vous souvenez de la vieille église ?
34. Oui, je m'en souviens.
35. Nous achetons et vendons des meubles.
36. Il y a soixante-treize personnes qui habitent au septième étage.
37. Deux cent soixante-quinze.
38. Quatorze cent quatre-vingt-quatorze.
39. Un milliard, aux États-Unis et en France, est mille millions.
40. Un milliard, en Angleterre et en Allemagne, est un million de millions.

V

41. Voulez-vous m'apporter mes souliers ?
42. Les chemises françaises ? Je ne les aime pas.
43. Venez me voir au bureau.
44. Asseyez-vous dans ce fauteuil.
45. Les Allemands ? J'espère qu'il n'y en a pas dans ma ville.
46. Vous allez au café ? — J'y vais aussi.
47. Je n'ai pas besoin de chaussettes.
48. Je n'ai plus soif.
49. Je n'embrasse jamais les filles.
50. La serveuse et la vendeuse vont au cinéma avec Jean et moi ce soir.